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OF THE
UNIVERSITY OF ILLINOIS

# Normal Quarterly

And School Announcements

Spring Number

State Normal School
Mansfield, Pennsylvania

May 1911

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# THE MANSFIELD NORMAL QUARTERLY

AND SCHOOL ANNOUNCEMENT

THE QUARTERLY is published during the months of November, February, May, and July, by the State Normal School at Mansfield, Pa.

All communications should be addressed to THE MANSFIELD NORMAL QUARTERLY, MANSFIELD, PA.

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Vol. 15  MAY, 1911  No. 3

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THE BASKET BALL SQUAD

# The Mansfield Normal Quarterly

## And School Announcement

LIBRARY OF THE UNIVERSITY OF ILLINOIS

The Spring Term has brought to us a large enrollment of splendid people. Unlike some of the Normal School, we do not run an enormously enlarged school through the spring, with but a moderate proportion of our capacity filled in the earlier part of the year.

Beginning with the Fall Term, our houses were almost filled and a goodly company of young people sought board for themselves about the town; in the Winter Term it became necessary for us to find boarding places for a few of the young ladies; this Spring Term, however, eighty-seven young people have been compelled to seek board in town, and for thirty-two of these the school found the places—this, notwithstanding the fact that our North Hall has been greatly enlarged within the recent past, and we have placed twelve young ladies in rooms formerly used as piano practice rooms.

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To make a school satisfactory, something besides mere numbers must be found in it. That something we have here in the teacahbleness, right attitude, and manly and womanly strength manifested on the part of the student body. So evident is this that there is already clearly revealed a "spiritual atmosphere" of harmony, good cheer, scholarly enthusiasm, and right-mindedness which mean more for genuine education than can be accomplished by all the refinements of pedagogic technic when these things are lacking in the student body.

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One imperative change which we are sure will impress returning graduates with the idea that the school is steadily growing, is the repairing of the dining room extension to meet the demands of boarding students. The ell, which was provided for many years ago in the erection of North Hall, is now thrown into the dining room, the china closets which formed a temporary partition having been moved far to the east. Just back of these sufficient space has been left to enable the girls of the school to do small personal things which add greatly to the homelikeness of the institution. For the past four months this extension has been a crying need, because of the fact that five tables had to be crowded into the center aisle of the room while those on the sides were kept so close together that it was not possible for waiters to pass between them in all places. To see the dreams of the past realized in this way is one of the great satisfactions of life.

## LOVE.

Love—'tis a glad and a blithesome thing—
Pulses a-flutter and thoughts a-wing,
And the Heart's clear call in the mating Spring,
In a passionate joy of living;
Lips a-tremble with Love's first kiss,
Veins a-tingle with wine of bliss,
Roseate future presaged by this,—
This rapture of mutual giving.

Love—'tis a harmony borne from far,
Rich diapasoned from star to star,
Earth-voiced by twain, on the final bar,
In a solemn and sacred runing,—
Twain who have practiced thro' stress of life,
Chording through sorrow, through joy, through strife,
Mystical union of husband and wife
Pitched to a perfect tuning.

—ELIZABETH OGDEN SMITH.

# SHOOTING THE RAPIDS OF THE PAGSANJAN.

By James V. Brownell, Mansfield Normal, '08.

On December 30, 1910, a party of four Americans left Manila early in the morning on a wheezing little train for a trip into the province of La Laguna, in search of adventure and recreation. A metropolitan company we were: Williams, master chemist of the Bureau of Science; Mahan, chef draftsman of the Bureau of Lands; Skopececk, engineer of the Bureau of Public Works; and the writer, from the Bureau of Education.

Our first journey was to Kalamba, and for many kilometers on the way we passed through fields of growing sugar cane and along great stretches of rice paddies. Where the land has not been put under cultivation the luxuriant tropical vegetation is massed in tangled revelry, nipa and pampas grassses predominating. It is in connection with these Kalamba estates that the Congressional investigation of the sugar lands is now being held in Washington.

Another crawling train took us over the lake-side road to Los Banos, where we refreshed ourselves with hot coffee and rolls preparatory to making a side trip to the Agricultural College which is located near by. Our conveyances on this inland trip were carromattas, or small, two-wheeled carts with a jolting seat, pulled by a rat-like pony and operated by a native driver, or cochero. The government is building large laboratories and silk looms at this school, and judging from the healthy crops of sugar, tobacco, oranges, bananas rubber, mulberry etc., the future of the college is assured.

At noon we took a lake steamer to Santa Cruz, thence by carromattas to the secluded little town of Pagsanjan. On all sides the village is surrounded by beautiful avenues of cocoanut palms and these were heavy with their fruit. The wealth of the country in that section is the product of the cocoanut palms, the copra.

There are but two Americans in Pagsanjan, the principal of schools and his wife but we secured good accommodations in a small hostelry conducted by Filipinos. I will pass over the many pleasant incidents, amusing and otherwise, which served to entertain us at the town proper, but rather take up our journey next morning. We learned to our great disgust, that there were small hopes of getting bancas for the trip to the Falls, as the recent typhoon had raised the river and the banqueros were afraid to go.

Now a banca is quite characteristic of the Philippines. It is hewed from one piece of wood, is about thirty feet in length, with a width of eight or twenty inches at most, and about the same depth. It is easy to see that a craft of such dimensions would much prefer to float keel upwards than to behave properly, especially as the wood is light and very buoyant. The boatmen or banqueros, sit one in each

end and the passenger in the middle. The latter is given his choice of sitting upright and very still, or taking an impromptu bath.

Only by the most diplomatic flourish of Spanish phrases did we convince the boatmen of the impossibility of their getting drowned, that Americans are like corks when it comes to water, and by exhibiting the extra peso which the trip would earn for the brave hombre, did we secure the promises of four bancas. Eventually, only three showed up at the landing when we were ready to sail. Rather than give up the journey Mahan and myself occupied one boat, not without the protests of the owners or our own misgivings as to the results.

But as the time passed and we met with no disaster, we soon forgot the immediate danger and enjoyed the sights which lined the shores of the river on both sides. Tall, majestic palms, woven and interwoven with wild grapes; banyan trees, which having sent branches to earth and they in turn having taken root, spread in great natural arcades; luxuriant banana trees, oranges, bamboo, nipa, etc., formed a dense foliage from which monkeys dangled and chattered, birds of gaudy plumage darted in and out, and an intoxicating tropical fragrance hung in the air, a most novel and interesting sight to a Pennsylvania lad.

The river, which was shimmering in the still of the morning, was as clear as glass. Not a ripple stirred the surface, except an occasional flash of light as a fish leaped out, or the gliding bancas cut along lightly. But as we drew near the Canon the waters became uneasy. The banks rose from the low, pleasing shore lines to rocky walls, and these in turn to mighty cliffs one thousand feet straight up. The road of the turbid waters sounded ahead, and in a few more turns of the course, we entered the famous Canon of the Pagsanjan.

From that time on, our troubles began. Our boat which was doing double duty, was constantly being filled with water, our banqueros could scarcely paddle it ahead without upsetting the craft, and at times when a portage was necessary, much difficulty was experienced in getting the boat to shore against the rushing currents. On such occcasions we would assist as much as possible, and often we would leap ashore at the risk of unpleasant results. The main trouble that beset us, was the fact that the straight walls of the gorge admitted of no landing. So straight did the rocks rise that no footing could be secured on either shore for many yards.

The roar was deafening at times. and the rushing waters tore down through the Canon at a terrific speed. Foaming and frothing, it leaped in rage around the great bowlders, swirling and sucking. In the early rays of a reflected sun, the mists assumed most brilliant shades, and the numerous sprays of water falling from the great heights above produced rainbow effects in perspective, a most bewildering and entrancing sight.

Thus with the utmost difficulty did we work our way up through the gorge to the falls above. At times we made kodak pictures, most of which will never be developed, owing to later catastrophies. Good-natured bantering kept up the jollity of our number, but the banqueros were morose and

sullen. What did the Americans wish that they would insult the powers of the waters? Of course they could not be drowned, but how were the poor banqueros to escape? We took the precaution at every portage of holding to the cordage on the prows, for it would be rather awkward to be left on the rocks in case of desertion.

By the time that we reached the Falls, we were soaked thru and thru. But the view was worth the price, as the cataracts are numbered among the finest in the tropics. But nothing will be said of them here, as the return journey is the most important to our way of thinking. Climbing upon a house is one thing; coming down, another, and the descent may be made easily and swiftly if the climber so elects. So with the rapids. By worming laboriously and carefully, the return may be made in comparative safety, or choosing the alternative, the more adventuresome may turn his banca into the currents and make the whole trip down in half an hour, providing—.

It did not take our party long to decide in favor of the latter, and at 10 o'clock sharp the first craft glided out into the center of the stream, and faced the whirling waters below. Williams took the lead, closely followed by Skopy, who with a whoop of glee waved a farewell and was off. With a mighty lunge they shot ahead, leaping and bounding they darted around the threatening bowlders, lost for a moment in a foaming mountain, then appearing far below in the whirlpool at the lower end of the rapids. Both made the cataracts in safety, then Mahan and myself waved the signal of combat and pushed off.

At first, the motion of the boat was slow and steady; then as currents caught the light craft there was a shudder, a pause, and a dash of spray. We were off, and no power could stop the progress of the wild stream. Like a panther crouching before a leap our banquero knelt in the narrow prow, his paddle held aloft, ready to strike at a second's notice or to shift the course of the canoe to either side. A swirling spray of water enveloped us, and great rocks shot by as we grazed them by an inch. The sensation of literally flying through the rapids is hard to describe. A fascination of thus daring the ugly monster of the water dispels all fear, and makes the adventure indelible on the minds of those who have tried it.

Why we did not capsize in the first lap is a mystery. Surely we rode close to the waters, the waves were constantly drenching us, and our combined weight made the craft unwieldy. But out we came, safe and upright, across the whirlpool, and into the next series of rapids with all the impact that we had gained by the first descent.

We might have made it safely had not the great wave reared across our way as we entered the last lap of the journey. With a shock of awful fury we were sent high in the air, there was a swishing and swirling of angry currents, and our boat was filled half full of water. At the same time a great rock loomed up ahead; the banquero with all his might gave a stroke to the right, but too late! With a

shriek of alarm the terrified native saw the prow collide with the bowlder and keel upwards, the banca turned to the left and the four occupants went in search of the river bed!

Down we went, the sucking, drawing water turning the boat like a lathe, while we clung on for life. Below, in the turbulent pool, our companions were waiting for us. The water was very deep, at least six meters, and the under currents were strong. Besides had we been able to swim the pool, no footing could be secured on either shore. Therefore, when the banca rose to the surface a few moments later, and we were gasping for breath, the boats of our friends were the only hope of rescue. Unfortunately, I climbed into the same boat with four other men, and came near sinking it. As Mahan appeared, warning cries to take the other canoe failed to appease his desire to effect an immediate landing, so with the grip which clutches the straw he seized the over-weighted boat, and down we all went again.

How seven men splashed around in the whirlpool with two boats down and the third, a frail banca, scarcely worthy of its single occupant, treading frantically to keep from the under demons which tugged so hard on our weighted clothing, and how the timely arrival of two other Americans saved us from serious results, is too long a story to be told here. Suffice it to say that we spent two hours on the bar just below, spread out in the sun while or money dried on the bamboo twigs, and our watches were emptied of the water which caused such confusion in the works.

We came on to our baha that afternoon and to Manila next day, well satisfied that the trip had furnished an abundant amount of recreation and adventure. We only regretted that Skopy did not get wet, so it might be added that, enroute from the falls, his banca suddenly overturned, and poor Skopy with all his effects was precipitated into the river. We heroically rescued him, and were rather surprised that our efforts were so poorly rewarded. But we are all firm believers in the plurality plank, and therefore lay claim to his gratitude.

## NOT IN THE CURRICULUM

### NOTABLE CONFERENCE.

On February 16, 17, 1911, Dr. Smith attended a very important conference of educators at Columbia University, New York. This conference was called by The Religious Education Association of America and was for the purpose of considering The Moral Phases of Public Education.

The conference was not open to the public but was entered by invitation, since it is believed that what is most needed at the present time is "con-

sultation by a limited number of public educators, particularly those who have influence in determining the school curriculum and the training of teachers."

The purpose of the conference was not to further any preconceived propaganda, but to take account of existing conditions, and to consider whether any advance movements can now be agreed upon.

Early in 1910 the Association secured the services of special investigators, and the papers prepared by them were printed and distributed to the conferees in advance of the conference.

One of the definite products of the conference was the following set of resolutions which clearly set forth the present mental attitude of educational leaders upon this most vital subject:

"We, the members of the Conference on the Moral Phases of Public Education, believe that the MORAL AIM, i. e., the formation of character should be treated as fundamental in all education; that morality has a positive as well as a negative content; that the former should receive primary emphasis; that it consists, in one aspect, of promotion of the common good, in another of the attainment of individual character.

"We believe that the personality of the teacher and the general organization of the school are primary agents in the development of character.

"We believe that progress has been made in recent years in the development of character through public education; that such progress is forcibly evidenced by the diminishing significance of punishment as an element in the school life of the present; by the improved organization of the school whereby initiative and therefore independence on the part of the pupil is much more fully secured than formerly; by the development through instruction of the taste for good things to an extent far beyond that which prevailed a generation ago; and finally by a remarkable provision for the physical and therefore the moral welfare of the child.

"In spite of this progress, we believe that still more systematic efforts on the part of the school for the development of moral character are imperative. With this fact in mind, we make the following recommendations:

1. "That teachers be impressed with their responsibility for a much greater use of their personal influence with pupils through personal contact and sympathy than is now customary.

2. "That the teachers' opportunity for personal contact and influence with the children be enlarged (a) by reducing the number of pupils assigned to a teacher, (b) by eliminating the obsolete and less vital materials from the curriculum, (c) by permitting the teacher greater personal choice in adjusting subject-matter and method to the individual needs of children, and (d) by modifying the prevalent character of school supervision so that the subtler personal influences of good teaching may be more completely taken into account.

3 "That an increased effort be made to secure the moral values of the content of all subjects in the curriculum so that moral instruction may be enlivened, appreciation awakened, and personalities enriched.

4. "That direct moral instruction, varying in content according to conditions, systematic or otherwise according to personal preference be employed as a means of moral education, with the special object of developing the power and habit of moral thoughtfulness.

5. "That school and community activities, such as plays, games, festivals, student-organizations, social intercourse, social service, etc., be more extensively yet vigilantly used as a means of moral growth.

6 "That the foregoing five recommendations be considered as applying in full to institutions for the training of teachers such as normal schools and colleges, recognizing that beyond question the practice touching these demands followed by such institutions will largely determine the extent to which such demands find realization in the public schools.

7. "That, in addition, courses in Personal and Social Ethics and Moral Instruction and Training constitute a prominent part of the curriculum in such institutions.

8 "That since the improvement of character demands that education inside the school go hand in hand with efforts for social betterment in the community outside, every opportunity be taken to arouse in teachers and Normal students an intelligent interest in these vital facts by means of courses in Educational Sociology and active participation in philanthropic and civic work.

9 "That we approve of the greatly increased emphasis in the teaching of the biological sciences laid upon personal and institutional hygiene and, in particular, upon sex-hygiene and eugenics.

10. "That it is the sense of this Conference that the Council of Religious Education be requested to call another such conference as soon as may seem advisable, and that at such conference the relation of the content of the curriculum to the practical life of the pupil receive special consideration.

After being enthused, by his contact with educational leaders from Maine to California, with the importance of Social Ethics for practical teachers and for men and women who are interested in the problems of civic betterment, Dr. Smith gave to the school a most inspiring address upon present day problems which are pressing for solution. By the discriminating selection of the best the Conference offered, and by his forceful presentation, one listener was made to remark: "He is an excellent Literary Digest for us in such matters."

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At the request of active members of the Columbian Literary Exchange, Dr. Smith gave to them and their friends, in the Normal School Library, his lecture on "Glimpses of Mexico." Copiously illustrated by pictures and souvenirs, the address was a fitting close to their year of study upon this interesting country.

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Upon invitation from the Literary Clubs of Mansfield, Dr. Smith gave to them echoes from the Conference on Moral Phases of Public Education. When it became known that such an address was to be given, the pastors of the town made plans for inviting members of their congregations who

might have an interest in such matters. In consequence, a large audience of representative people from Mansfield gathered in the Normal School Library and were addressed in a most convincing manner upon a topic which is today of almost world-wide concern.

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The University of Pennsylvania is this year providing courses of such a character as to make closer than ever before its co-operation with the Normal Schools of the State in providing advanced professional training for teachers, principals and supervisor. Normal School graduates wishing to earn a college degree are given credit by the University for such work as they have satisfactorily completed in the Normal School of college grade, and are often able, by supplementing several terms of Summer School work by one year in regular residence at the University or attendance upon the College Courses for Teachers, to complete the college course in four or five years.

Among the courses to be given this summer are the following: School of Observation and Seminar in Elementary Education, Principles of Educational Method applied to School Work, Educational Research, Primary Methods, Primary Work in the Rural Schools, Educational Psychology, History of Education, Social Aspects of School Work, Clinical Psychology, Child Hygiene, Principles of Sociology, Kindergarten History, Theory and Practice, Manual and Industrial Training, Drawing, Public School Music, Physical, Commercial and Political Geography, The Pedagogy of Elementary and Secondary Mathematics, English Composition, Reading, Story-Telling, Method in Teaching Penmanship, Organized Play as a School Subject, Courses in Physical Education.

The courses named above represent but a small number of the professional courses offered this year. These are, of course, supplemented by a large group of courses in the regular college subjects.

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Mr. Henry Johnson, of Elmira, N. Y., embodies in verse his memories of the Pennsylvania hills, two stanzas of which we have space to print.

O'er the Pennsylvania hills
With their pleasant shaded groves
In my youthful days I wandered
And the future tried to see;
Ah, the present ne'er fulfills
All those early wistful loves
But in memory lives the day-dream,
Dearer than the real to me.

Ah, my Pennsylvania hills
I am thinking now of you
And the little old log cabin
Where my childhood days were spent;
Of the larks and whip-poor-wills
And the shut-eyed gentian blue
Of the songs that woke me early
In those days of sweet content.

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During the winter the members of the Columbian Literary Exchange of Mansfield, with their families, entertained the families of the Mansfield Literary Club and the Faculty of the Normal School. The affair was held in the Theatorium and the program

provided was "An Evening in Mexico," this being the country about which the ladies had been studying for a season.

Members of the Faculty were entertained one year ago by the Mansfield Literary Club.

These affairs are among the most enjoyable social occasions of the year, and are entered into most heartily.

On May 19, the Faculty entertained the members of the two litrary clubs of the town and their families together with the families of members of the Board of Trustees. This relation of the Faculty with those of literary taste in the town, greatly extends our field of action and of interest, and contributes nobly to that broader life which is a necessity for minds of the scholarly type.

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## SCHOOL PLAY.

The annual school play, which is to be given May 26th, is "Richelieu," or "The Conspiracy," by Edward Bulwer Lytton. This classic was first produced at the Theater Royal, London, by William Charles Macready and in the autumn of the same year, Edwin Forrest, the rival of Macready, played "Richelieu" in this country.

Since the first production of the play, the title role has been a very popular one with leading actors. The most famous of many "Richelieu" in this generation is generally conceded to have been the late Edwin Booth. This eminent actor found in the role opportunity for some of his best work, and to the end of his days it was one of his most congenial and successful parts. In the Spring of 1909, Mr. E. H. Sothern added "Richelieu" to his repertoire and this year it was played by Robert Mantel for the Yale University Theater fund.

"Richelieu" is an historical comedy, on the subject of the famous French statesman of that name. While Bulwer Lytton makes the "Richelieu" of his play, a much older man than the Cardinal King really was, there are many incidents that are true to history. The characteristics of "wily old fox" are very conspicuous and the power which he has over King Louis XIII. is strongly depicted. Gaston, Duke of Orleans, the King's brother, who used all his endeavors to wreck the power of the grasping Cardinal is made a prominent figure of the play. The traditional Father Joseph, who was employed as "Richelieu's" confidential and trusted agent in all his diplomatic intrigues is also truly delineated.

The attractive combination of comedy and melodrama with opportunities for declamatory climaxes is of the kind to hold the attention of an audience. In addition to this, the play has a romantic story, and that popular feature—a happy ending

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## SYNOPSIS OF THE PLAY "RICHELIEU."

The influence of Cardinal Richelieu, prime minister of France, is being slowly undermined by a band of conspirators headed by Baradas, De Beringhen and the brother of the king. The only chance to defeat the conspiracy lies in the discovery of a certain document written by the con-

spirators, which has been lost and to recover which Francois has been selected by the Cardinal. The King is in love with Julie, the ward of Richelieu, and afterwards wife of Adrian De Mauprat, who has been sent to prison. Under ordinary circumstances Richelieu would have been able to protect her and to rescue her husband . The King's ear, however, has been poisoned by the conspirators, and Richelieu's failing health and waning influence encourages them to attempt his overthrow and so accomplish their purpose to dethrone the King. The King sends Clermont to conduct Julie into his presence, but Richelieu refuses to give her up. He then sends Baradas to demand her presence, but Richelieu, in his hour of political helplessness, throws around his ward the holy protection of the church, and defies the power of the King. "Ay, is it so?

Then wakes the power which in the age of iron
Bursts forth to curb the great, and raise the low.
Mark, where she stands: around her form I draw
The awful circle of our solemn church!
Set but a foot within that holy ground,
And on thy head—yea, though it wore a crown
I launch the curse of Rome!"

On the following day, while Julie is pleading to the King and to Baradas, for De Mauprat's pardon, Francois returns with the packet which causes Richelieu to be again in power, and all ends happily, the play closing with Richelieu's speech:

"Along the plains, where passionate discord rears
Eternal Babel—still the holy stream
Of human happiness glides on
—Let us own it—there is One above
Who sways the harmonious mystery of the world
Ev'n better than prime ministers."

---

CAST OF CHARACTERS.

Louis XIII. ..... William Karschner
Hector, Pa.

Duke of Orleans ... William Gortner
Mansfield, Pa.

Baradas ..... Bliss L. Everitt
Westfield, Pa.

Cardinal Richelieu .....Neil Gleason
Knoxville, Pa.

Adrian De Mauprat..Thomas Murphy
Olyphant, Pa.

De Beringhen ..... Howard Lehman
Austin, Pa.

Joseph ..... John Jaquish
Mansfield, Pa.

Huguet ..... Prentice Hibbard
New Albany, Pa.

Francois ..... Malcolm Clark
New York, N. Y.

First Courtier ..... Fred Hardy
Hopbottom, Pa.

Captain of the Guard ....Carl Smith
Gaines, Pa.

First Secretary of State..Noble Mason
Galeton, Pa.

Second Secretary of State.....
..... Francis Gallup
Mt. Jewett, Pa.

Third Secretary of State .....
..... James McConnell
Mainesburg, Pa.

Julie De Mortemar .....Emily Gyger
Kimberton, Pa.

Marion De Lorme ....Bess Faulkner
Westfield, Pa.

## SKETCH OF THE CHARACTERS OF RICHELIEU.

Cardinal Richelieu, Prime Minister of France, beset by intrigues and court struggles which required the subtlest inventions of self-defense, is recorded as vindictive, crafty and unscrupulous, but he was devoted heart and soul to France, and if he was her dictator, he was also her benefactor, and left her in better condition than ever before.He was no less generous to merit, than severe to crime.

Richlieu took his doctor's degree at the age of twenty and diligently applied himself to the duties of his sacred office. At the age of thirty-seven he was made Cardinal. He soon became chief minister of the crown, and continued in that position for the remaining eighteen years of his life.

Cardinal de Richelieu had three great objects in view, towards the accomplishment of which he dedicated the whole energy of his wonderful capabilities. First, to humble the feudal power of the nobles, and to establish the absolute authority of the crown; second, the extirpation of the Huguenot party; third, to reduce the power of the House of Austria, and to strengthen and extend that of France. He succeeded in breaking down the power of the nobles, many of whom he sent to the scaffold on various pretences.

To accomplish his second object, namely, the annihilation of the Calvinists, as a political party, Richelieu beseiged in person, La Rochelle, the stronghold of the Huguenots, on the Bay of Biscay. Foiled in his attempt to take the city on the land side, he built a mole half a mile long across the mouth of the harbor. Twice the English tried to relieve the besieged; but no efforts could force an entrance and the city surrendered to the Cardinal in 1628.

The motives of Richelieu appear to have been political rather than religious. After the victory, he granted a general pardon for the past, and secured religious tolerance to the Calvinists by a royal decree. When the faculty of theology of the University of Mantauban, the principal seat of Calvinistic learning in France, came to visit him, he received them graciously. He told them that he could not meet them as a body of divines, nevertheless he was happy to meet them as men of learning.

In the accomplishment of his third object, that of reducing the House of Austria, Richelieu unscrupulous as to the means he used to further his designs, supported, first, secretly and afterwards openly, the Protestants of Germany against the Emperor. His confidential agent, Father Joseph, was his emissary to the camp of the Protestant princes.

The following schedule of the necessary qualifications of a prime minister and of the duty of the King to him was drawn up by Cardinal Richelieu, and delivered to Louis XIII. by Father Joseph. The King is said to have respected them and learned them by heart as ordinances of the church.

1. A prince ought to have a first minister, and this minister three qualities

(1) That he should have no other attachment than to his prince.

(2) That he should be prudent and faithful.

(3) That he should be ecclesiastic.

2. A prince ought to be entirely attached to his minister.

(2) Ought never to change his minister.

(3) Ought to tell him everything.

(4) Ought to give him supreme authority over his people.

(5) Ought to give him great honors and great wealth.

3. A prince has no more precious treasure than his minister.

4. A prince ought not to believe anything that may be said against his minister, nor take any pleasure in hearing him slandered.

5. A prince ought to prefer not only the good of the State but also his minister, to all his relatives.

For a considerable time past Dr. Smith has been giving, at the Sunday Vesper Service, a series of addresses on definite problems chosen from the field of Sociology. These have been found so interesting by the student body, because of their newness, their practicability and the startling character of the facts and truths presented, that their necessary interruption due to special occasions intervening has been regarded with disfavor rather than as a relief. When such a response can be secured to addresses upon truths of so vital concern to society, it is at least suggestive of what may some day be accomplished through a more intimate and serious study along these lines. The new normal school course of study is to make that a possibility.

## SCHOOL NEWS

### AN ARTISTIC MUSICAL.

One of the most artistic musicals ever heard in Mansfield was that rendered by Professor John Hepple Shepherd, (director of the School of Fine Arts) on the magnificent new pipe organ in Alumni Hall. Professor Shepherd was assisted by Arnold Lohmann, violinist of Scranton, Mrs. Betsy Lane Shepherd, soprano and the Treble Clef Club. This was the closing number of a series of three excellent recitals by Professor Shepherd, all of which were indicative of the brilliant development of long and consistent effort of an exceptional talent. Most assuredly the artist proved himself master of the great instrument, interpreting in a highly laudable manner the most difficult compositions to the great delight of the music-loving audience.

Accompanied by the pipe organ, Mr. Lohmann played beautifully, proving himself a gifted violinist. Mrs. Shepherd, whom we are all delighted to hear at any time, was at her best while the members of the

Treble Clef Club are deserving of highest praise for their strong work.

The program follows:

Fantasie—Overture ..... Fricker
Mr. Shepherd.
Zigeunerweisen ..... Sarsate
Mr. Lohmann.
(a) In Our Boat .....Cowen
(b) Stars of the Summer Night..West
Treble Clef Club.
(a) Aria for G string ..... Bach
(b) Minuet ..... Mozart
Mr. Lohmann.
(a) Andante from String Quartette ..... Haydn
(b) Intermezzo ..... Collaerts
(c) Sunset ..... Lemare
(d) Scherzo Symphonique.....Miller
Mr. Shepherd.
(a) The Robin Sings in the Apple Tree ..... MacDowell
(b) I Am Thy Harp .....Woodman
(c) I Breathe Thy Name.....Salter
Mrs. Shepherd.
Mazurka de Concert .....Musin
Mr. Lohmann.
(a) Cantilene ..... ..... Rogers
(b) Scherzo ..... Jadassohn
Finale in Bb .....Wolstenholme
Mr. Shepherd.

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### SECOND ORGAN RECITAL.

With great pleasure do we recall the second number of the series of pipe organ recitals given this winter for it was certainly a treat to music lovers. John Barnes Welles, who assisted Professor Shepherd, is a tenor of unquestioned ability, holding, as he does, one of the best paid church positions in New York City. A carefully trained voice of rare quality, such as has probably never been heard in Mansfield, is that of Mr. Welles and those who missed the opportunity to hear him can hardly appreciate their loss, nor is it probable that another such opportunity will present itself soon, largely because of the excessive cost of obtaining such men as Mr. Welles. Not only is he master of an unusual voice but he possesses a charming personality which makes many friends for him and undoubtedly adds greatly to the pleasure of hearing him sing. So great is the demand for Mr. Welles that on the morning following the recital a special train was run from Mansfield to Elmira for the sole purpose of enabling him to sing at a funeral that afternoon.

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### NORMAL STUDENT ELECTED PRESIDENT OF THE MISSOURI PACIFIC.

It is with great pleasure that we are enabled to announce the recent election of B. F. Bush, a former student at the Normal, to the high position of President of the Missouri Pacific Railroad. Mr. Bush is now President of the Western Maryland Railroad and was elected to the above mentioned position following a victory of the Gould faction over the Rockefeller-Kuhn-Loeb interests. He succeeds as president, David R. Francis former Governor of Missouri.

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### STUDENT CONCERT COMPANY.

From Ulysses, Pa., we hear praiseworthy reports of a recital by our Students' Concert Company of the Fine Arts Department. Those of us

who are familiar with the members of the company can readily find reason for excellent reports when their names are mentioned:

Dora Wilcox, piano; Bessie Calkins, soprano; Charlotte Emery, reader; Maude Watkins, violin.

The recital was given at the theater under the auspices of the Ulysses High School.

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On February 2nd school work was suspended for a part of the afternoon during the funeral services of the late Rev. A. W. Fenton, who for three years past has been pastor of the Methodist Episcopal Church of Mansfield.

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On Monday, February 6 at the home of the bride's parents, Canoe Camp, Edna Adelle Knowlton and Richard W. Allen were united in marriage. Both were formerly students at the Normal of which the father and grandfather of the groom are graudates, the grandfather also being at one time principal of the school.

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A pleasant feature marking the close of the winter term was a social hour spent by the faculty in the dining room as the guests of steward and matron, Mr. and Mrs. Elwin Spencer. The culinary abilities of the Normal cook received at this time their due meed of appreciation.

An unusual interest in gymnastics on the part of the men of Mansfield led to the formation of the Business Men's Class which met in the gym-Men's Class which meets in the gymnasium each Tuesday evening.

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### WASHINGTON'S BIRTHDAY.

On the evening of February 22 the Philalethean Fraternity, assisted by the Philalethean Orchestra, gave a public entertainment in Alumni Hall, thereby commemorating in a fitting manner that occasion. It was a very pleasing event enjoyed by all. The program consisted of two parts:

1.—Selections on Washington.

2.—Short drama, entitled, "The Bravest Boy at Bunker Hill," by Messrs. Melville Powell, Neil Gleason, Noble Mason, James McConnell, John Bailey, Bryce Cogswell and Misses Charlotte Emery and Bessie Faulkner.

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### MISS GYGER'S RECITAL.

One of the very pleasing events this Spring to readers and followers of good literature was a recital by Miss Emily S. Gyger of the Department of Fine Arts. Miss Gyger has developed wonderfully in her work here under the careful training of Miss Reagan and the success of her first appearance in a public recital assures us of a promising career for the youthful artist if she but continues in the manner in which we have every assurance she will improve.

Tennyson's "Enoch Arden" was the classic presented, the musical accompaniment by Richard Strauss being

played by Dora Wilcox. Each character was represented by a particular theme in the music, this theme or part of theme was predominant in the music whenever the character is represented.

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Professor Harvey Van Norman and George W. Cass were speakers at the Sullivan Township Local Teachers' Institute held at Mainsburg, February 18.

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It is with the deepest regret and the sincerest sympathy for the bereaved parents that we announce in our columns the death of one of our number, a student in the Middle Class, Marvin W. Atwell, of Gaines, Pa. The following resolutions have been adopted and presented by the members of the Philalethean Fraternity of which the deceased was a member:

RESOLUTIONS.

The following resolutions on the death of Marvin E. Atwell have been adopted by the Delta Chapter of the Philalethean Fraternity:

Whereas, It has pleased an Allwise Providence to take from our midst and from this life our respected Fraternity brother, Marvin E. Atwell; and,

Whereas, He was a faithful brother, always loyal and ready to do his duty, and by his life giving a noble Christian example; and,

Whereas, In the death of our brother, we have sustained a loss which all who had the pleasure of knowing him can feelingly estimate; be it

Resolved, That this Chapter extend to the bereaved family its sincerest sympathy in their deep affliction; and be it

Resolved, That the Chapter room be draped in mourning for a period of thirty days, as a token of respect, in memory of our departed brother; and be it

Resolved That each brother shall wear a badge of mourning for a period of two weeks and be it

Resolved, That these resolutions be recorded in the minute book of this Chapter, and a copy of the same be sent to the family of the deceased, and that copies of the same be inserted in the Mansfield Advertiser, the Gale.on Leader-Dispatch. and the Mansfield Normal Quarterly.

JOSEPH E. KELLY,
A. J. HELFRECHT,
HAROLD SONN,
Committee.

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The final number of what has been a very excellent lecture course was that presented by The Mendelssohn Trio and Mr. C. Edward Clarke, reciter, on March 10. The Pasmore Trio was originally scheduled for that date but to the extreme regret of those familiar with their strong programs they were unable to be here. However, the Mendelssohn Trio, consisting of Helene Von Sayne, violinist; Louise Smith, 'cellist; Violet Smith Clarence, pianist, together with Mr. Clarke presented a very acceptable program.

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**MR. MURPHY'S RECITAL.**

Thomas Fadden Murphy, who has been in our midst for some time has

recently come forward in a most remarkable manner and now presents us with a delightfully entertaining program. We all feel certain that Mr. Murphy has found a vein of work for which he is peculiarly adapted and in which we see certain success for him through perseverance. Mr. Murphy was ably assisted in his program by Miss Marian Pratt, violinist. The program:

"Gunga Din" ..... Kipling
"Tommy" ..... Kipling

Violin.

Serenade ..... G. Pierne
"The Soul of the Violin" .....Merril
"Dooley's First Speech" .....
..... From "Dissertations"

Voice.

Indian Love Lyrics...Lawrence Hope
"The Fight with the Aurochs"..
.. Sienkiewicz (from Quo Vadis)
"Oh Little Mother Mine".....Anon.

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Concerning the enrollment of music students in the Department of Fine Arts we are glad to report at this times results most gratifying. The enrollment since Professor Shepherd took charge two years ago has gradually increased and is now much larger than at any previous time. This is true in the study of piano, violin and voice as well as in the Supervisors' Course.

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## MISS TRELLA BRIGGS GIVES RECITAL IN CORNING.

Miss Trella Briggs of the Department of Fine Arts gave in Corning, N. Y., on March 10 at the Northside Baptist Church a recital from which we hear the most complimentary reports. The program was as follows:

Music.
Mr. Mann and His Wife.
The Death Disk.
Music.
The Mustard Plaster.
Music.
The Gypsy Flower Girl.
Music.
The Vision of Sir Launfal.

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The Easter Sunday evening service held in Alumni Hall was attended by many townsfolk attracted by the elaborate musical program. Among other numbers were a duo by Professor John Hepple Shepherd, organist and Miss Lucy Bacon, pianist, being a pastoral by Guilmant; an aria from Messiah by Miss Bessie Calkins, soprano; and The Hallelujah Chorus from Messiah by Professor Shepherd.

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## PRESIDENT SOUTHWICK HERE.

A more delightful opportunity for the enjoyment of the historical drama, "Richard III.," by one of the most versatile and highly intellectual interpreters of Shakespeare, than was presented by Henry L. Southwick, President of Emerson College of Oratory, Boston, Mass., in Alumni Hall, March 17, would be difficult to find. The interpretation was so forceful and impressive that it was a delight even to the youngest students. After the recital the students who are to take part in the school play, "Richelieu" this year had the advantage of hearing President Southwick give several of the most difficult parts of it, he having

kindly consented to meet the cast. He was very liberal in giving stage business, etc., of this one of the strongest numbers in his repertoire.

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### THE OPERA.

"The Mikado" which for weeks past has been discussed by students and others concerned in its production, was presented in Alumni Hall on Friday evening, April 28, before an audience which showed its appreciation and delight by repeated encores. Unquestionably it surpassed the wildest hopes of the most sanguine and redounds untold credit on the directors, Professor and Mrs. John H. Shepherd. Last year the operetta "A Nautical Knot" was thought to be excellent, but the splendid manner in which this, one of the very difficult operas, was presented completely overshadows it.

A well selected cast, an excellent chorus of 50 voices and a strong orchestra blended harmoniously in the brilliant production of an opera which amateurs seldom succeed in rendering successfully, in fact, this is the opera which made Gilbert and Sullivan, the composers, famous and is rendered successfully only by the best companies. The ensemble work is considered especially difficult, but the most adverse criticism would fail to find it essentially faulty at any point. The stage setting in both scenes was not elaborate but was strikingly suitable in its natural simplicity. The costumes were rather more elaborate but at the same time were quite accurate in their portrayal of the true Asiatic type.

DRAMATIS PERSONAE.

The Mikado of Japan..Thos. Hevers
Nanki-Poo, (his son, disguised as a wandering minstrel, and in love with Yum-Yum)....
..... John Cappiello
Ko-Ko, (Lord High Executioner of Titipu) ..... Bryce Cogswell
Pooh-Bah, (Lord High Everything Else) ..... Bliss Everett
Pish-Tush, (a Noble Lord) .....
..... Roland Dayton
Yum-Yum ..... Bessie Doran
Pitti-Sing ..... Lenore Masten
Peep-Bo ..... Lucinda Keagle
(Three Sisters—Wards of Ko-Ko)
Katisha, (an elderly lady, in love with Nanki-Poo) .. Mildred Ross
Chorus of School Girls, Nobles, Guards and Coolies.

Act I.—Court-yard of Ko-Ko's official residence.

Act II.—Ko-Ko's garden.

Japanese costumes were by Matt Lockwood, of Elmira, N. Y., the music by Krug's Augmented Orchestra, of Elmira.

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### FACULTY CHANGES.

At this writing only two members of the present faculty are likely to be missed from the roll of workers for next year.

Miss Sara F Gates, who has been a most efficient librarian and valuable woman in our force for the past seven years, has severed her connection with the school by resignation. Just where her work is to be continued we have not learned, but wherever it is, we know it will be well done and that her splendid influence will be an uplift to others.

We are pleased to record that she was urged by Mr. Bliss of the Pennsylvania State Library, to become one of the teachers in their Summer School, an honor which she declined because of a desire to rest during July.

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We count ourselves fortunate under the circumstances, in having at hand Miss Maud I. Stull of the class of 1908, who has taken up the special work of a librarian and who has been associated with Miss Gates for the past year as student and assistant. Miss Stull has been elected to the position, and judged by the impression she has made throughout the year the good work will be carried nobly forward.

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### STUDENT RECITALS.

Several successful recitals have been given during the past term by students of Expression and Music. Those who have given programs in different towns of the surrounding sections, have received many compliments for their work. Miss Trella Briggs was highly praised for her entertainment given in the North Baptist Church of Corning, N. Y., and at Cherry Flats and Whitneyville, Pa. Miss Emily Gyger assisted by Miss Dora Wilcox, read Tennyson's "Enoch Arden" with musical accompaniment by Richard Strauss to an appreciative audience in Phoenixville and Yeadon. Mr. Harold Clark gave an evening at Covington, Pa. This is the first year that the students of Expression have attempted to give recitals outside of Mansfield and their work has been so well received that they will gladly accept the invitations which they have received to "come again."

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### OPERA WILL BE REPEATED.

The musical treat of commencement week this year will be a reproduction of the "Mikado," which should be most gratifying to alumni who will thereby have an opportunity of hearing what has proved to be the student musical success of the past year. Aside from Alumni and visitors there will unquestionably be in attendance many who failed to hear the first production and others who desire to hear the opera for the second time.

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At the Masonic Reception and Banquet held April 18, the Normal faculty and student body were well represented in excellent programs rendered by Professor Shepherd, Mrs. Shepherd, Miss Reagan, Miss Beardslee, Miss Bacon, Miss Emily Gyger, Mr. Thomas Murphy and Mr. Harold Clarke, all of whom responded to encores. Aside from the above mentioned who provided musical and literary entertainment, Dr. Smith, Professor Reese and Professor Morris responded to toasts and Messrs. Hall, Gyger and Morris, (with Nelson Smith of Mansfield), formed a very pleasing vocal quartet.

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On May 5, the Delphic Fraternity will hold a debate here with The Amphictyon Society of the Genesee Wesleyan Seminary, of Lima, N. Y. The question to be discussed is: Re-

solved, That the Liberty of the Press in the United States is Justified by Experience.

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Miss Annie L. D. Swan, former teacher of gymnastics in this school and now a member of the faculty at New Paltz Normal School, N. Y., visited friends here during her Easter vacation.

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Professor John T. Gyger has been given a year's leave of absence in order that he may study at Columbia University. His return, at the end of that time, will mean the bringing of even greater inspiration, efficiency and helpfulness of influence than has been exerted in the past, valuable though that has been. A person for the work has not yet been chosen.

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On March 2nd, Mr. Joseph E. Fleitz of Wilkes-Barre was married to Mrs. Kalbfleish of that city. Mr. Fleitz was a student in the Normal during his preparation for entrance into the Dickinson School of Law of which he is a graduate.

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On Good Friday a special service was held in chapel at which the "Last Seven Words of Christ" were sung by Misses Keagle, Masten, Calkins, Billings and Mildred Ross.

# THE STUDENT ORGANIZATIONS

## CLIONIAN FRATERNITY.

At the beginning of this, the closing term of the school year, we feel that the bright prospects with which we started have been fulfilled, and that the fraternity has been an inspiration and help to all of its girls.

One of the events, which will be long remembered, was the carnival, held in the gymnasium March 11th. The Juniors, Middlers, Seniors and College Preparatory students offered appropriate and attractive courses in the four corners of the room. Many of the students took advantage of this opportunity to make the three years' course in one night, and some of them went even farther, and learned their future fate by the candle test. After a general good time the audience was entertained by a one-act play, "The Minister's Wife." The touches of local color, which it contained, were much appreciated.

"Lives of Noted American Women" will form the basis of our literary program for the present term. Judging from the one program given, the study promises to be one of much interest.

In anticipation of the not-far-dis-

tant commencement time, we are reminded of the annual gathering of the Clio clan. To each member we send our hearty "Welcome home."

H. B. N.

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### Y. M. C. A.

The Spring Term has opened with a show of interest and spirit that foretells a successful term's work.

Mr. Deer, our student secretary, was again with us for a few days, and imbued the new officers with a feeling of confidence and strength, which he alone can impart. He conducted a well-attended service Sunday morning and again addressed us at chapel Sunday evening.

Our Bible study is still being contined along the usual lines, but in addition to this we are planning for some mission study work. We expect to hold these services on South Hall Campus.

No definite action has been taken, at this time, relative to sending delegates to the summer conference, but it is altogether likely that the delegates this year will go to "Pocono Pines."

F. K. D.

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### Y. W. C. A.

It is with satisfaction that we view the work of the association during the last quarter. The girls have taken an active part in the meetings and the increased numbers shown on membership roll, speaks well for the good work accomplished.

The meeting conducted by the Senior girls was especially interesting, and Miss Sheppard, one of the state secretaries, who visited us, gave a very helpful talk to the girls on "The Ideal Life."

The afternoon that Miss Sheppard was with us, was spent very pleasantly in the association room, where all the girls were given an opportunity of meeting her. She told us of the enjoyment derived from the dolls which the association had sent to the immigrant children who landed in Philadelphia Christmas morning, and made us feel that our efforts were very much appreciated; her words will be an encouragement for a similar endeavor next year.

The work of the Bible study and Mission study have been carried out successfully and have been a great help to the girls who attend.

E. S. G.

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### ALPHA KAPPA PHI SORORITY.

We are now in the midst of the last term's work for the present school year. May it be the pleasantest. With this closing year, Epsilon will lose many of its members, but we feel sure that the girls who will return next year will prove themselves fully competent for carrying on the work.

The weekly programs have been a great success throughout this year. The work taken up this term is principally a literary one, consisting of the study of authors and their works, also illustrators of magazines.

The first Saturday evening after returning from our Christmas vacation, we were entertained by Misses Inez Coles, Maud Stull, Margaret Williams and Blanche Lane at the home of Mrs. S. E. Coles, who certainly did much by way of making the evening

a pleasant one, and delightful refreshments were served.

On the evening of February 22nd, we had the gymnasium for an hour, where we sold home-made candy and cherries freshly picked from the trees, each cherry containing one's fate.

To the annual convocation March 9-11, we sent as delegates Misses Bess Faulkner, Bess Crittenden and Clara Strailey, Miss Crittenden having the office of Grand Secretary. The convocation was held at Oneonta, N. Y., and many things were enacted for the strengthening of the various chapters.

The name of Sorority was changed from Agonian to the Alpha Kappa Phi. Miss Rae Matthews was elected grand vice-president for next year.

Epsilon appreciates the excellent work of Miss Bess Faulkner as president and feels that it will be ably taken up and carried on by our new president, Bess Crittenden.

M. H. D.

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### ATHENAEAN.

There is every indication of a good term's work for the Athenaean Society this spring. We are adding new members each week and visitors are always welcome to spend the evening with us.

During the winter term the literary programs were mostly on the American authors and their works. For this spring term, the programs, as outlined by the program committee, will be on the leading countries of the world.

The social hour, after the literary program, is thoroughly enjoyed by all. Light refreshments, which are frequently served, add much to the pleasure of the evening.

On the 17th of March, Henry Lawrence Southwick, president of the Emerson College of Oratory, gave a delightful recital of Richard III. Professor Southwick is considered the most powerful exponent of Shakespearian philosophy and expression in the country, and he gave a program which was not only most enjoyable, but conveyed a message of the highest value. This is the second noted reader whose services the Athenaeans have secured, and we hope to be able to have some work of literature interpreted by some noted artist, each year.

M. G.

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### PHILALETHEAN.

We are now started in the spring term's work and the interest shown thus far would indicate that this term will close a very successful year for the fraternity.

During the winter term our literary work was successfully carried on. This was shown to the members of the school when on Washington's birthday we held our open program. The fraternity received many compliments from worthy critics at the close of the entertainment.

It is with deepest regret that we mention here the great sorrow brought upon the fraternity and the school in general by the death of our beloved brother, Marvin Atwell.

On the evening of April 15th we had for our program, a mock wedding. The event took place in the gymnasium, and each member invited

a friend. All reported a very enjoyable evening.

The work of the fraternity has gone on in a very pleasing manner, and with the plans already laid for the spring term, we expect to complete what has been to this time a very successful year. J. E. K.

### DELPHIC FRATERNITY.

This chapter has just completed a very successful term and the programs have been instructive and interesting.

We are now taking up the work with renewed spirit, giving much attention to debating, because we expect to compete with a team from Lima Seminary, May 5. The question is, Resolved, That the Liberty of the Press in the United States is Justified by Experience. This is a question that admits of much discussion, and appeals to the minds of the thinking public.

We have had three debates before. Two of these with Lima, one of which we won. The other with Alfred, which was also decided in our favor. With this record before us, it calls for the hearty co-operation of each member.

We are glad to have back with us this spring some of our former brothers, and all extend the welcome hand to Professor Thomas Bull who has been an honorary member since '09. Now with a large number of enthusiastic members, we can look forward to a bright future. J. J.

## ATHLETICS

### MID-WINTER SPORTS.

The annual mid-winter sports event was held in the gymnasium Friday evening, February 24. Usually the Juniors and College Preps are much stronger thus lessening the interest, but this time each event was closely contested, the Juniors and College Preps winning from the Seniors and Middlers by the narrow margin of three points. A novelty which added much to sometimes tedious contests was the presence of two acrobatic clowns, Te De and Te Dum, who afforded much amusement for the spectators. The program was completed by a twenty minute wrestling bout between Professor Morris and J. S. Moran. The events:

Running High Jump—Frutiger and Pritchett tied for first; Rockwell and F. Gallup, tied for second.

Low Hurdles—Powell, first; Moran, second; F. Gallup, third.

The tug o'-war was won by Captain Donald Strait's team by only a few inches.

Pole Vault—F. Gallup, first; O. Gallup, second; Miller, third.

High Hurdles—S. Moran, first; Rockwell, second; F. Gallup, third.

The Twentieth Century Jumping Jacks resulted in leaving two men standing from each side.

Twenty-five-Yard Dash — Moran, first; F. Gallup, second; O. Gallup, third.

Hitch Kick—Rockwell and Goodall, tied for first; Vandergrift and E. Chamberlain, tied for second.

High Dive—Pritchett, first; Miller, second; O. Gallup and Ackley tied for third.

Rope Climb—F. Gallup, first; Pritchett, second; Roblyer, third.

Relay Race—Won by Fifth Grade.

Three-legged Race—F. Gallup and Moran, first; Miller and Sonn, second; Roblyer and Hamilton, third.

Potato Race—Hall, first; Rockwell, second; Powell, third.

Quarter-Mile Walk—Clarke, first; E. Chamberlain, second; McConnell, third.

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### A GRATIFYING SEASON.

The outcome of our basketball season is very gratifying as will be shown by the results of the games which follow:

January 13, Mansfield, 32; Horseheads, 18, at home.

January 20, Mansfield, 13; Westfield 11, at Westfield.

January 24, Mansfield 51; Corning, "5", 13, at home.

February 3, Mansfield, 53; Corning, F. A., 9, at home.

February 10, Mansfield, 19; Geneseo Normal, 18, at home.

February 25, Mansfield, 10; Starkey Seminary, 5, at home.

March 4, Mansfield, 8; Elmira Y. M. C. A., 20, at home.

March 11, Mansfield, 28; Geneseo Normal, 33, at Geneseo.

March 18, Mansfield, 10; Elmira Y. M. C. A., 22, at Elmira.

March 23, Mansfield, 27; Company "L," of Elmira, 13, at home.

This shows a total of 251 points scored by Mansfield as opposed to 162 points scored by opponents.

In the number of points scored from field baskets Judge led the list, having 78 points to his credit; Rhodes was second with 62 points, and Russell, third with 34 points. Chamberlain scored 16 points and Kelly 14. This was a decided difference from the previous season in which there was but ten points difference in the highest and lowest number scored.

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### BASEBALL PROSPECTS.

Although baseball is usually in full swing at the time of season that this number goes to press, the weather has been very disagreeable and absolutely nothing has been done so that all conjectures as to the baseball team are purely theoretical. From all indications, however, considering the number of old players in school and several likely looking new arrivals, we should have a strong team.

Owing to a number of cancellations in the schedule it has not yet been announced.

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Good manners is the art of making those easy with whom we converse.

# WITH THE ALUMNI

'10—Katherine Brink is doing excellent work as an instructor in the intermediate department of the Ulysses High School.

'10—George Moshier has taught a successful term of school near Sylvania the past year.

'10—Vera Wilcox is doing good work as teacher at Pine Brook, N. J.

'09—Miss Gwen Powell was chosen as reader for the Charles Lohman Concert Company of Scranton during the winter season.

'08—Mary Elizabeth Gray, whose home is at Ulster, is assistant principal of the Smithfield High School.

'08—Bessie Pickett is a teacher of the intermediate department at Rush, Pa.

'08—Sadie Haggerty has been teaching a successful term of school near her home at Nauvoo.

'07—Harry Burnham is a student at Grove City College.

'07—Ella Orr was married a short time ago to Mr. Miner Stratton of Delmar.

'02—Miss Clara M. Baxter has resigned her position in the schools at Nelson, Pa. She expects to take a course in domestic science in Detroit, Mich., during the coming year.

'02—Seymour H. Landon, whose former home was at Roaring Branch is now residing in Barrelville, Md., where he is engaged in mining operations for a company of which he is one of the stockholders.

'02—Jessie Randall, formerly of Roaring Branch is now Mrs. Reno Crampton of Spokane, Wash.

'02—Bion L. Thomas, of Roaring Branch, is teaching in Ramsey, N. Y.

'01—Richard Gustin is a prefect in Girard College, where he has taught for several years. He will spend the summer vacation with his mother in Millerton.

'01—George L. Moscrip is conducting the business of a large department store in Robyville, O.

'00—Albert A. Johnson has a fine position as civil engineer with the N. Y. Central Railroad in New York City.

'99—Mr. and Mrs. Harry A. Greenough, (Clara B. Reynolds), are now residing in Williamsport, Pa.

'99—Lieutenant B. Mart Bailey is in command of the forces left at Fort Snelling, Neb., part of the post having been ordered to Mexico.

'98—Leon A. Losey is pastor of the First Methodist Episcopal Church in Auburn, N. Y. His residence is at 66 North Street of that city.

'98—May Bowker is a teacher of elocution in Perkiomen Seminary.

'96—Etta M. Burgess is a teacher in Billings, Mont. Her former home was at Lovelton, Pa.

'96—James C. Dalton resigned several months ago as city editor of the Elizabeth, N. J., Journal to take charge of the city department of the Syracuse, N. Y. Post-Standard, one of

the leading papers in New York State, having a daily circulation of 44,000. Mr. Dalton, who began his newspaper career in Syracuse, as a cub reporter, now has charge of a staff of twelve, besides an assistant city editor.

'93—Willis V. Elliott of Denver, Col., is serving a successful term as district attorney of that city.

'92—Mary A. Carlin is teacher of the seventh and eighth grades in the public schools of Prompton Lakes, N J

'07—Guy E. Cornelius, of Elkland, Pa., was united in marriage to Miss Alta Fern Roach, of Wichita, Kas., at the home of the bride's parents on March 25th. They will be at home to their friends in Magnolia Cottage, on Lake Keuka, after June 15th.

'9—Grace D. Watts was married to Mr. Isaac N. Bushong of Gladstone, Mich., on the 11t of April last. They announce that they will be at home after the 20th of June.

'88—George A. Stearns, county superintendent for Susquehanna County has been elected first vice-president of the Superintendent's Convention at Harrisburg.

'86—Mrs E F. Mercereau, (nee Effie Cyphers), formerly of Sayre, Pa., has gone to British Columbia to reside.

## IN LIGHTER VEIN

**TWITTERED FROM THE OPERA.**

Kelly is supposed to be dancing attendant to the Mikado, but it looks as though it might be Yum-Yum.

Where did "Cappy" learn all his opera stunts? We wonder if Fannie could give any information?

Is Musietta still taking her favorite beverage (Ko Ko)?

Fred to Earl—"Oh, you lucky boy. I wish I could sing bass."

"Why, Fred, why?"

Did you notice how the Mikado sat up and took notice of that song, "A Beautiful Maid is a Cheering Sight to See?"

Prof. S.—Miss Adamy, why don't you sing?

Miss A.—How can I with such a Payne?

The Lord High Executioner must be grieving over "substitutes." Too bad he couldn't have had one at those rehearsals when he looked so lonesome.

Has Bill H. decided to pin his heart to Katisha's right heel?

Bliss needn't get a swelled head over his protoplasmal ancestors. Remember, Bliss, jelly fish have the same origin.

Kelly—(while Bess and "Cappy" sing their duet)—"I Wonder Whose Kissing Her Now?"

---

In 1942, little boy to his father (an M. S. N S. graduate)—"Say, pa, whose writing is that on your watch fob?"

Father—"Son, that is an autograph of one of the few Physics Experiments which I had signed. I took

precaution to have it encased so that it might become a family heirloom."

---

Student—Why didn't you tell when Mr. M—— is to return?

Ruth B.—Well, you see, the eight o'clock mail wasn't in at the time?

---

Who is the Englishman?

Put your hideals igher. (Ideals higher.)

---

F. U. (in Botany Class)—"Why are some (y) ear rings further apart than others?

Prof. G.—"Depends entirely upon the size of the head."

---

Lucia—"Oh, my foot hurts."

Sympathizing Chum—"How very seldom one finds a Cobb without a corn on it."

---

Prof. V. (In grammar)—"Mr. Rhodes, even the dumb beasts know their stalls. Take your own seat."

---

Excited Student Reciting—"Four score and seven years ago, our fathers brought forth upon this continent a new nation, conceived in the Holy Ghost—Oh! I've forgotten it."

---

For sale by E. M.: Concentrated Essence of Citing Barcasm.

---

(Heard in Elsie's room)—"Why, Elsie, what's this?"

Elsie—"Oh, that's—that's Davis' Baking Powder."

Preacher Cogswell—"Who giveth this bride away?

(Chorus from some who went to Wellsboro last May)—"We could, but we won't."

---

Get Clara S. to explain what she knows about flowers?

---

Does Bill V. really like strawberries?

---

Mr. Roy seems to be quite a favorite with the "Fellows."

---

Wanted by Charlotte: Some new bricks for the Masonry joke.

---

(Group translating English into German)—Student: "What is the gender of church?"

R. R. (slowly)—"Feminine mostly."

---

Why does Lindy go with C. Emery so much? Oh! there's a good deal "Looms" up in a name.

---

Some class to the Senior Class. Somebody lied.

---

Miss B.—What do you understand by the rennaissance?

Pupil—The rennaissance is the waking up of the people.

---

Explain—Hevers arriving a day late.

"Cappy" wants Fanny to make herself more conspicuous at gym socials.

---

Nobility can be easily ground down by Emery.

---

Caruso is a great singer. Doc Rhodes is better STILL.

---

Prof. S.—Define meter.

Student—A meter is the clapping of hands when rhythm comes.

---

Did you hear about Rhodes getting winded in the basketball game?

No, did he?

Yes, he was in Dyer distress.

---

Prof. S.—Name five famous composers of music.

Student—Mozart, Beethoven, Wagner, Mendelssohn and Methuselah!

---

Miss P.—Define tympanum.

Student—The tympanum is the tin membrane that covers the wind pipe.

---

TO THE POINT.

Bess C.:—"Her smiling face makes sunshine in a shady place."

Arthur G.:

"Full well they laughed with counterfeit glee,
At all his jokes, for many a joke had he."

Bess D.:—"To love, is better than to be loved."

Musietta: "Always busy, and always merry."

Mildred D.: "How fluent nonsense trickles from her tongue."

Aaron H.:

"I know not love," quoth he,
"But I will have it."

Alice R: "Quiet and well behaved; but always ready for fun."

Grace H.: "Her blush is like the morning."

Bess F.: "I am a woman. When I think, I must speak."

Bliss E.: "Much study is a weariness to the flesh."

Win. H.: "She is a winsome, wee thing."

Will H.: "I will leave large footprints on the sands of time."

Lindy H.: "My heart yearns to bring him back, yearns with intense desire."

Bess E.: "She neither stoops to conquer, nor tiptoes to be seen."

Bess C.: "A perfect woman, nobly planned to warn, to comfort and command."

Tom H.: "Greater men than I may have lived, but I doubt it."

Louise B.: "Starry eyes, and sunset tresses."

John L.: "Why he is as he is, is unknown."

Malcolm C.: "A moral, sensible, well bred boy."

Stubby G.: "Daisies won't tell."

Clara S.: "A young lady of very decided opinions."

Will G.: "A looking glass means happiness."

Francis B.: "I am Looking for a Nice Young Fellow."

Betty K.: "As when the melting streams rush down the mountain side, so runs her tongue."

Emma S.: "Fate tried to conceal her, by naming her Smith."

Bess B.: "To be little is to be loved; to be big is to be admired."

Wade J.: "He's little, but he's mighty, he's witty, but he's flighty."

Bryce C.: "I have made the acquaintance of Maud Adams."

Minnie B.: "Never seem wiser or more learned than the people with whom you come in contact."

Lenore M.: "A sweet, young innocent."

Blanche L.: "Fashioned so slenderly, young and so fair."

Thomas M.: "Loves to hear himself talk!"

James M.: "Oh, that I were free again!"

Paul D.: "Nature is full of freaks."

Morris T.: "And still the wonder grew, that one small head could carry all he knew."

Steve M.: "God bless the man, who first invented sleep."

Marian G.: "A pretty lass, but bursting with conceit."

Mr. Scott: "Shall we call him "fresh"? 'Twould be too mild."

Neil G.: "The handy man."

Paul Dwyer: "Let it alone."

Tom M.: "If I only had a sweet heart."

Wheel'er around, Jimmie.

Do the Fellows trouble Kelly?

Gilbert has signed up with a big contract.

Aaron slipped one over Bliss.

---

Alice R. attends the Penn. Avenue Church at Scranton.

---

### ESSAY ON MEN.

Men are what women marry. They smoke, swear, drink, stay out nights, but they don't go to church. Maybe they would if they wore hats. They are more logical than women, and also more zoological. They both sprang from monkeys, but women sprang the farthest.

---

Cordelia Farrer:

"Mathematics! how I love them!
I could live and die for thee!
Give me figures; give me numbers,
Arithmetic, Geometry."

---

Walter Williams:

"Of big girls and little girls,
And all the girls I know;
The little girl's the dearest girl,
The others are too slow."

---

### COLLEGE PREPS.

For the first week, don't you know,
A Prep's as blue as indigo,
At the same time he's very green
If he lets his blues be seen.
When he's called on to recite
He is red or very white.
Football soon will pound him mellow
In great spots of black and yellow;
So, though lacking many a thing
He has his natural coloring.

---

Malcolm Clark—"To meet, to love, and then to part, is the sad fate of a school girl's heart."

---

Ed Russell—

"Good boys love their sisters
So good have I grown
That I love other boys' sisters
Better than my own."

Some may be carried through their course,
On their contingent fees,
And some must ride the hobby horse,
Or sail through bloody seas.

The Normal course is but a race,
Each one is hurrying on,
To beat all others in the pace
And lead the bustling throng.

He wins the race, who rides the most,
Who never walks at all;
And then he proudly stops to boast
His victory in the hall.

Why should we walk if we can ride,
This rugged road in peace?
'Tis ours to choose the sunny side
Of this normal life of ease.

## ABRAHAM LINCOLN SAYS:

¶ It is an old and true maxim that "a drop of honey catches more flies than a gallon of gall." So it is with men. If you would win a man to your cause, first convince him that you are his sincere friend. Therein is a drop of honey that catches the heart, which, say what you will, is the great high-road to his reason, and, when once it is gained, you will find but little trouble in convincing his judgment of the justice of your cause, if indeed the cause really be a just one.

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# SCHOOL ANNOUNCEMENTS

## REGULAR COURSE

### JUNIOR YEAR

School Management; English Grammar, Reading, Orthography, Latin (to Caesar); Arithmetic, Algebra; Physiology, Geography; U. S. History, Civil Government of U. S. and Pennsylvania; Penmanship, Drawing, Vocal Music. Book-keeping; Physical Culture.

### MIDDLE YEAR

Psychology, Methods of Teaching; Rhetoric and Composition; Caesar (three books); Plane Geometry; Chemistry, Zoology, Botany; General History; Physical Culture.

### SENIOR YEAR

History of Education, Methods of Teaching, Model School Practice Teaching, Thesis; Literature, Cicero (three orations), Virgil (three books), Review of English Grammar; Solid Geometry, Plane Trigonometry and Surveying, Review of Arithmetic; Physics, Geology; Physical Culture.

### SUBSTITUTIONS ALLOWED

JUNIOR YEAR—German or French for Latin.

MIDDLE YEAR—German or French for Latin; Greek. German or French for Chemistry.

SENIOR YEAR—English History, Ethics and either Logic or Astronomy for Latin; German or French for Solid Geomtery, Trigonometry and Surveying.

## SUPPLEMENTARY COURSE

**(IN ADDITION TO THE REGULAR COURSE.)**

LEADING TO THE DEGREE OF BACHELOR OF PEDAGOGICS.

Philosophy of Education, Advanced Psychology.

Discussion of Educational Questions: School Supervision, including School Law; Devices for Teaching; Educational Theories; &c.

School Apparatus and Appliances: Description, Use, Preparation.

LEADING TO THE DEGREE OF MASTER OF PEDAGOGICS.

Two years' teaching after graduation in the Regular Course.

Professional Reading with Abstracts: History of Education in the United States (Boone), European Schools (Klemm), Systems of Education (Parsons).

Sanitary Science, School Architecture, etc.

Thesis.

A full equivalent will be accepted for any of the text books named above. The Courses in Reading and Classics for all the courses shall be determined by the Board of Principals at their annual meeting, and shall be the same for all the Normal Schools.

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## SPECIAL COURSES

**[Offered by this School]**

### COLLEGE PREPARATORY COURSES

1. For Classical Course.
2. For Latin Scientific Course.
3. For Technical Course.

### II. COURSES IN ART

1. A course laid out for three years of work.
2. A course to fit persons to become Teachers or Supervisors of Drawing in Public Schools.

### III. COURSES IN MUSIC

1. A Course in Piano, Organ, Singing or Violin.
2. A Course to fit persons to become Teachers or Supervisors of Music in Public Schools.
   (To secure certificates in the Supervisors' Course in either Art or Music, candidates must be able to pass the required examination in other subjects which will enable them to qualify as teachers.)

### IV. COURSE IN EXPRESSION

(This course embraces the physical and mental training necessary for elocutionary or oratorical ability.)

## IMPORTANT REGULATIONS

The Tuition ($1.50 per week) is paid by the state for all persons who are in any of the Courses for Public School Teachers, provided the person is at least seventeen years of age, and also that he signs an agreement to teach in the Public Schools of Pennsylvania for two full annual terms. (This free tuition is always conditional upon succeeding Legislatures continuing to make appropriations for such purposes.)

Deductions will be made to students who are absent from school two consecutive weeks or more on account of sickness or for other satisfactory reasons.

No deduction will be made to students entering within the first two weeks, or leaving within the last two weeks, of a term.

All checks should be drawn to the order of the State Normal School, and payment be made to the Principal.

Boarding students, who receive State Aid, should pay $30 at the opening of each term; those who do not receive State Aid should pay $40. The balance of the term's amount is due by the middle of the term.

Tuition in all special departments, and for such persons as do not receive State Aid in the Regular Normal Department, is due in advance.

# SCHOOL ANNOUNCEMENTS

Boarding students furnish napkins, towels, pillow slips, sheets and one comfortable. (The last article enumerated, as well as all articles to be laundered, should be distinctly marked with the owner's name.)

Students have the privilege of renting text books at a nominal rate, excepting that literary classics and books on Pedagogy must be bought.

For two days at the opening and two days at the close of each term, students' baggage is carried to and from the railway station free of charge. Each piece of baggage should be distinctly marked with the owner's name.

The Enrollment Fee admits the student to the Entertainment Course and to the games of football, basket ball, and baseball. Those attending the entire year pay only $1.00 in the Spring Term, making it $7.00 for the year.

## EXPENSES

### (SCHOOL YEAR 1909-1910)

### ENROLLMENT

| | Fall Term 16 Weeks | Winter Term 12 Weeks | Spring Term 12 Weeks | Total for Year | Per Week for period less than a Term |
|---|---|---|---|---|---|
| Enrollment Fee (to be paid by all regularly enrolled pupils before work can be commenced | $ 3 00 | $ 3 00 | $ 3 00 | $ 7 00 | |

### BOARD

| | | | | | |
|---|---|---|---|---|---|
| Board, including room rent, light, heat, service and laundry (12 pieces per week) | $56 00 | $42 00 | $42 00 | 140 00 | $ 4 00 |

## TUITION

### REGULAR NORMAL DEPARTMENT

| | | | | | |
|---|---|---|---|---|---|
| Tuition | $24 00 | $18 00 | $18 00 | $60 00 | $ 1 50 |

### FINE ARTS DEPARTMENT

MUSIC.

| | | | | | |
|---|---|---|---|---|---|
| Full Course | $30 00 | $22 50 | $22 50 | $75 00 | $ 2 50 |
| Private Lessons: | | | | | |
| 2 Lessons per week (Instrumental or Vocal) | 18 00 | 13 50 | 13 50 | 45 00 | 1 25 |
| 1 Lesson per week (Instrumental or Vocal) | 11 00 | 8 00 | 8 00 | 27 00 | 80 |
| Harmony and Counterpoint—2 lessons a week | 3 50 | 2 75 | 2 75 | 9 00 | 30 |
| Solfeggio, Sight Reading, History of Music (1 Lesson per week) | 2 00 | 1 25 | 1 25 | 4 50 | 15 |
| Rent of Piano (1 period per day) | 2 00 | 1 25 | 1 25 | 4 50 | 15 |
| Supervisor's Course in Music | 48 00 | 36 00 | 36 00 | 120 00 | |

A FULL COURSE in Music includes two lessons per week in the subject chosen (Piano, Voice, etc.,) two lessons per week in Theory, one per week in Sight Singing and History of Music, one per week in Piano, when some other branch of music is chosen, and class lessons in German, French or Italian.

ART OR ELOCUTION.

| | | | | | |
|---|---|---|---|---|---|
| Two lessons per week | $18 00 | $13 50 | $13 50 | $45 00 | $ 1 25 |
| One lesson per week | 11 00 | 8 00 | 8 00 | 27 00 | 80 |
| Supervisor's Course in Drawing | 24 00 | 18 00 | 18 00 | 60 00 | 1 75 |

If members of the Supervisor's Course in Art must take in class any of the subjects required for graduation, besides those in Art proper, they must be paid for at the rate of 35c per week each. The same applies to those in the Supervisor's Course in Music.

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3. OUR STUDENTS ARE THEREBY LED INTO HABITS OF PROPER STUDY.

4. BENEATH ALL THIS WE AIM TO PLACE A STRONG MORAL CHARACTER.

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And School Announcements

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Winter Number

State Normal School
Mansfield, Pennsylvania

February
1911

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# THE MANSFIELD NORMAL QUARTERLY

AND SCHOOL ANNOUNCEMENT

THE QUARTERLY is published during the months of November, February, May, and July, by the State Normal School at Mansfield, Pa.

All communications should be addressed to THE MANSFIELD NORMAL QUARTERLY, MANSFIELD, PA.

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Vol. 15  FEBRUARY, 1911  No. 2

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Chaplain . . . . . James McConnell
Critic . . . . . Prof. Gortner

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# The Mansfield Normal Quarterly

## And School Announcement

It is a great gratification to the Quarterly to note that the attendance here has now grown so large that even in the Winter Term our greatly enlarged buildings are taxed to their utmost limit, and still we are compelled to seek boarding places outside or turn away those who are not willing to enter school unless they can live in the buildings.

Names in large numbers are already on the list of those who are seeking rooms for Spring Term, and this number is being increased with almost every mail.

The Fall Term list of newcomers for 1911 is even now assuming striking proportions, and a few have "taken time by the forelock" to the extent of enrolling for Spring Term of 1912.

As a result of this unprecedented growth in numbers, the authorities have sought for and found many suitable and very desirable places, not too far removed from us in the town, where students may find board. We would accordingly urge all to whom this announcement may come, to send in their names at once, if they are thinking of coming here in a future term, and to come even if they cannot secure board in the building for they will be well cared for wherever they may be placed.

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From the State Educational Association, which recently met in Harrisburg, several honors came to Mansfield through the part taken by our Principal. His paper, which appears elsewhere in this issue, was only one of the items in evidence.

Dr. Smith was also made a member of the newly-formed Educational Council—a body to whom is to be referred all questions of educational policy which should have expert examination before being acted upon in the open sessions of the Association—as well as secretary of the newly-organized College and Normal School Department of the State Educational Association.

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A recent issue of the Wilkes-Barre Record said, under the caption, "A Delightful Organ Recital":

"Last evening John H. Shepherd, director of music at Mansfield Normal School, and formerly identified with the musical life of this city as teacher, organist, etc., played a program in Irem Temple before the members of the Halka society and their friends, and preceding their dance. Those who heard, and were in a position to compare his work with former times here, came to the conclusion at once that he has of late made large strides in organ playing, although he never lacked abundant technique. His program last evening was entirely new, which is a considerable tribute to his industry, and it was charmingly played. His registrations were not only richly varied, but were skillfully

chosen, and were effected with lightning rapidity—so the flow of music was never for an instant interrupted. He employed not only the stop keys, but the various mechanical pistons in emergency movements. His use of the expressive pedal was also most satisfying and he played the phrase work throughout with the eloquence of a solo instrument. The audience was delighted with the concert, and showed its appreciation in the respectful and close attention, and in the hearty applause which followed each number."

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Department of Public Instruction.
BUREAU OF EDUCATION.
Manila.
October 5, 1910.

Dr. Andrew Thomas Smith,
Mansfield, Penna.

My dear Sir:-

The current issue of the Mansfield Quarterly reached me here in Manila some few weeks ago, and I take this opportunity to thank you for the copy I received. It is, in my opinion, the most attractive edition yet published. The tone of the articles, and the beauty of the views, appeal to me with a peculiar fascination, for Mansfield is to me what first base is to the runner. I got my start there, and am hoping to make a home run some day.

Kindly have my address changed to read "Bureau of Education, Manilla." My mail would be forwarded from Baker City, but some delay would result in case some one followed the address as given in the catalogue.

It was with no little pleasure that I found your "Systematic Methodology" in use in the Normal Schools here in the Islands. Local teachers use it a great deal. I sometimes wonder if, while compiling it, you foresaw the great range of country it would influence. In Japan, too, I found it on the reference shelves of the Normal and Higher Normal Schools of Tokio and Yokohama.

My location here in the city is very pleasant. The chances for advancement are excellent and I am confident of promotion in a few weeks. The climate was rather uncomfortably hot for the first few months, but now I am very much at ease concerning the healthiness of this place. The heat we feel here is due to the excessive humidity of the atmosphere. The nights are, however, almost always cool, and one can sleep comfortably and thus regain the strength lost during the enervating heat of the day.

Thanking you, again, for the School Papers, and with best wishes, I am

Very respectfully yours,
(Signed) James V. Brownell.

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AN APPRECIATION.

The Normal Review, published by the South-western Normal School of California, Pa., devotes its December number to a memorial of the late Dr. John D. Meese, for eighteen years a teacher in that institution and for seventeen years the editor of the Review.

We are glad to note this noble appreciation of one whose death will of necessity mark a great loss to the school with which he was identified, and indirectly to the normal school cause of the state.

Without fulsome praise in any of

*Photo, The Vedder Studio*

FOOTBALL TEAM, 1911

the statements, we are glad to note and to pass on the words found in the Review's editorial: "Good men are rare; useful men, in the fullest significance of the term, are rarer. When one who was both has passed from our midst, simple justice demands that a life so lived shall have in full the last tribute we may pay it."

## NOT IN THE CURRICULUM

Our entertainment course so far this year has brought us exceptionally strong numbers, all of which have been entertaining, interesting and instructive in a high degree.

On Oct. 28th, Dr. Edward Amherst Ott lectured on "The Haunted House," one of the most popular of his series of lectures on practical sociology. In this address Dr. Ott pointed out the relation of the mind to practical affairs of life, enlarging upon man's ideals and personal activities. With an unsparing hand he struck out regardless of whom or what he might hit in his striking illustrations of the narrow mindedness of some people and the ridiculous attitude which they take concerning certain of the practical every day affairs of life. Delivered in that forceful manner which characterizes his whole make up, and which has given him much distinction as a speaker, "The Haunted House" was a lecture which will long remain in the minds of all who heard it.

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The second number of the lecture course was a highly pleasing entertainment by the Rogers-Grilley company. Mr. Rogers in his harp numbers was enthusiastically received and Mr. Grilley's elocutionary productions were decidedly original and the audience was delighted. In his readings of a more serious vein he showed marked ability, while his humorous selections and imitations made a big hit. Altogether they provided an evening of refreshing enjoyment.

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Peter Mac Queen, F. R. G. S. of Boston furnished the third number of the course on Dec. 16th in his address "Land and the Game Where Roosevelt Hunts." The lecture throughout was illustrated with a large number of splendid views taken by Mr. Mac Queen when he visited and hunted in the country about which he spoke. He is an easy and pleasing speaker, his subject matter was full of first hand information and everyone was more than satisfied.

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Mr. Clarke Hetherington, of Chicago, who is working under the Joseph Fels endowment fund, in connection with the Playground Association of America, gave an especially valuable talk on "The Playground Movement" before the stu-

dent body in Chapel early in the Winter Term. The points especially emphasized by the speaker were, 1st, the significance of play; 2nd, the moral influence of play; 3rd, the importance of having school grounds and teachers connected with this movement. One fact we commonly overlook is that play is serious business in a child's life while to adults it is mere recreation. His remarks concerning the moral influence of properly conducted play could not fail to impress one with the necessity for playgrounds properly supervised, not only in the city but in the rural districts. The bearing of this movement on the teacher is plainly evident because it is through the teacher and the schools that we find the only practical means of reaching all the people. Some conception of the scope of this movement may be got when we learn that one hundred and ninety-five cities of America are now organized and conduct play grounds either during the summer or all the year round. New York City, alone, has appropriated five and one-half millions of dollars on three play grounds in that city, two and a half millions being spent on one play ground and one and a half millions each on two other playgrounds.

Possibly many have noted that we have in the Normal no small amount of training in the line of playground organization as, for example, the folk dancing taught in the gymnasium and the games taught in the gymnasium and Model School.

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Under the auspices of the Delphic Fraternity, Dr. Edgar Geil, explorer, lectured in the Chapel Dec. 9th, on "A Yankee in Pigmyland." There was not a large audience but those present listened attentively to a wonderful story vividly told of travels through the wildest parts of cannibal Africa. Dr. Geil has taken many journeys into countries unknown to the civilized, chief among which is probably that to Pigmyland or the Land of Perpetual Twilight in the heart of the unknown jungles of central Africa.

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Mr. Alvin Deer, the student secretary of the Y. M. C. A., at the joint meeting of the Christian Association discussed the physical, mental and moral development of our natures from the standpoint of "What To Do" and "What Not To Do" in our religious development.

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The night before leaving for the Christmas vacation, the students were entertained by Readings and a drill given by the Senior girls.

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The children of the Model School, under the direction of Mrs. Jenks and Miss Boyce gave a very delightful Thanksgiving farce. The little play was compiled by Mrs. Jenks and Miss Boise and was exceedingly clever, its chief thoughts being to "Keep Smiling" and "Live on Thanksgiving Street."

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Miss Reagan recently entertained the faculty at a very unique and delightful calendar party. Each season was represented by appropriate decorations, and refreshments suita-

ble for each season were served at the different tables.

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### Seniors in Oratory.

The Senior rhetoricals were completed at the close of the Fall term, each Senior having given an oratorical number. Perhaps the greatest benefit derived from this work was the discovery by many of the students that they lacked some of the elements which are necessary for effective public speaking. For the purpose of giving that vocal training and technical work of which the rhetoricals showed the need, a class in Oratory has been organized. A lesson will be given each week and all Seniors are allowed to take the work. without extra charge.

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### CHRISTMAS EXERCISES.

The Christmastide was celebrated during the week preceding the home going by various Christmas trees, "spreads" and programs, showing that peace and good will were at the flood.

The following essay was rendered at chapel by Miss Mildred Ogden:-

"The True Spirit of Christmas"

This month we have no need to think what our subject shall be for one thing is in all our hearts, one thought is in all our minds, one word is on every tongue, one glad mysterious life giving giving word-Christmas!

While this is usually the children's festival, yet the very event which it commemorates makes it a rejoicing time for one and all. It is a season which should bring with it the realization of fondest anticipation and leave behind memories that will shine brightly in years to come.

Christmas day should be a day of peace and joy, the day dedicated to the home, a day for gifts and happy greetings, a day also for grateful praise of Him who, from a manger in Bethlehem, brought us the simple faith in the All Father, and good will to men. The winter sunshine never seems more bright and clear as on this day of living joy. No other day so draws together childhood and age in sympathy, and understanding-why then spoil, or even mar it? Why not seek out and draw forth its beauty?

Christmas comes only once a year, but when it comes, it ought to be the signal for an honest, serious and earnest attempt to wipe out those barriers which spring up so easily, and to restore that unity of spirit which is so often lacking. So many people dread Christmas because of sad associations, yet we who have suffered most are the very ones who can make Christmas a rich and beautiful day for ourselves and others. If there are no children in our homes, there are always, outside our door, little children in plenty, needing Christmas cheer; and a whole world full of grown people, too, in need of a litle warmth and cheer and gladness. Oh, the little things that go to make up a happy Christmas! The touch of our lives with others-this is the wealth that all of us, rich or poor, may count on. Touch as many lives as you can, serve as many people as you can, have a share no matter how slight in many more Christmases than your own, and you will all be surprised to find the day that

you thought must be such a poor one growing into a day to be remembered all your life. Have such a Christmas spirit, that others may catch it, be in touch with the sad or tired working girl, the poor, the lonely, the discouraged and the sick. We all can make it a glad, brave day if we try.

In another way is this true spirit of Christmas shown and that is in our spirit of giving. We are so apt to wish at Christmas, that we had a lot of money, we wish this so that we might give generously to each, and give to many. The spirit back of the wish is a fine one, but the wish itself is far removed in its wisdom from generosity of the spirit. It is in the very planning and thought that lie the elements which make a gift precious. Who would not far rather receive a gift of the heart than a gift of the purse? There is something fine in a gift that comes from some one whom we know has had to plan or undergo some personal sacrifice to make the present possible, who with the mite, yet did something to mark the spirit of the day and remember us in connection with it. Such a present speaks of that true thoughtfulness, that sure note of the heart that goes so far to make this world the bright and sunny place it is. Even a cheery Christmas letter, one that is personal, intimate, and full of the genuine spirit of unselfishness, that belongs to the season, is in itself a gift We all know there is nothing that so touches the real chords of the heart as the realization that somebody thinks of us and has thought sufficiently well of us to put some work into that expression of thought. If our Christmas is becoming more complex each year, more of an oppression, as it is very often said, whose fault is it but our own? "Our friends give us presents, and we must give in return;" that is precisely where the trouble lies in much of our giving, we have turned present giving into something obligatory. Our presents have come to mean something other than an expression of love, and as a consequence, we have allowed what was in the old fashioned Christmas days, a gracious art, to develop into a science. Therefore Christmas giving is either the purest expression of affection and generosity or it is the meanest and shabbiest of shams.

Thus it is conceived that the true spirit of Christmas came to the world to soften hearts of people and make them love one another. If we miss this spirit, we miss the happiest time that the Christmas season brings. Let not any of us rub it out, but take a fresh oath to preserve the spirit and flavor of the old time Christmas.

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### Student's Christmas Recital.

On the evening of Dec. 21st, a very pleasing entertainment was given by the students. The musical numbers were very well received. Mr. Shepherd's organ solos were the especial treat of the evening.

One very pretty feature of the program was the drill given by twelve girls of the Senior Class. Six of the girls were dressed in white robes and six in green, prettily trimmed with Christmas tinsel which glittered in the lights of the stage as the graceful movements and artistic poses were executed. Each girl carried a

flexible hoop which assumed various shapes as the different figures of the drill were formed.

Miss Gyger, Miss Eastabrook, Miss Brown and Miss Losey of the Department of Oratory did definite and particularly pleasing work. Each held the attention of the audience throughout her entire selection.

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PROGRAM.

Organ Prelude—Christmas Fantasie
..... ..... ...William Ashmall
Angels' Song, Pastorale, Adoration,..
..... .... .John Hepple Shepherd.
The First Christmas Tree.....
..... .....Eugene Field
Emily S. Gyger
The First Noel—(Carol).....
..... .....Old English
Chapel Choir
Child Impersonation...Leone Brown
Sleep, Holy Babe—(Carol).....
..... .....Old English
Chapel Choir
The Message of Peace...Anonymous
Carrie Eastabrook
Christmas Song with Violin obligato
Cradled in a manger lowly....
.....P. A. Schnecker
Lenore Masten
Miss Beardsley, violinist
The Christmas Substitute.....
.....Anna Sprague Packard
Lillian Losey
Silent Night—(Carol).....
.....Michael Haydn
Chapel Choir
Christmas Drill.....Twelve Seniors
Mildred Dartt, Lulu Bush, Bess Faulkner, Marion Guiles, Frances Burdick, Alice Reinhardt, Charlotte Emery, Bess Estes, Elsie Walker, Constance Rockwell, Marion Pratt, Blanche Prevost.
Christmas Morn—(Carol).....
.....Thomas Adams
Chapel Choir
Organ Postlude—Christmas March..
.....A. Dettelby
John Hepple Shepherd

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**Exhibited True Christmas Spirit in Model School.**

The appeal of Jacob Riis to the children of the Model School for another contribution this year to aid in the support of Sea Breeze Hospital was met with hearty enthusiasm and response.

The different grades appealed to their teachers through the day, and with their liberal aid the amount of $9 was raised and forwarded to Jacob Riis. Indeed, it seemed to the teachers in charge of the Model School that the children lost all thought of self in the interest of their less fortunate brothers and sisters of Sea Breeze.

In some of the language classes the children were asked to write a paragraph, telling how they would spend $5 for Christmas. With very few exceptions, the Sea Breeze Hospital and poor children, who otherwise would have no Christmas, were remembered.

The following is one of the papers from fifth grade:

Dec. 12, 1910. Jay Baldwin.

If I had five dollars I would go to New York and get some toys. Then I would get about three dollars of five and ten-cent pieces. I would get some friend, and when it got dark I would go out in the streets, and every little poor boy I saw I would run up to him and put some

money in his hand, and then run as fast as I could and hide somewhere and see what he would do. I would do this till my money was gone. I would come home the next week.

Truly the "Spirit of Christmas" has been at work with the children.

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Miss Boyce took advantage of the vacation period to attend the New York State Teachers' Association meeting held at Rochester, N. Y.

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During the Christmas Holiday vacation Miss Elizabeth Ellison, in company with the supervisor of drawing at the Jamestown schools, visited various schools of New York City. A letter of introduction from Supt. Maxwell admitted them to any school in the city. Among those visited were the Washington Irving High School, Schools in the Bronx and East Side. Miss Ellison found much of interest in the East Side schools, many of which were made up entirely of foreign born children.

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**Bulletined Mottoes.**

Willing to be good is being good.

To have what we want, is riches; to be able to do without, is power.

Think truly, and thy thought
Shall the world's famine feed;
Speak truly and each word of thine
Shall be a faithful seed:
Live truly and thy life shall be
A great and noble creed.

H. Bouar.

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# STANDARDS FOR ADMISSION INTO THE FOUR YEAR COURSE OF THE PENNSYLVANIA STATE NORMAL SCHOOLS

(The following paper, which was read by Dr. Smith at the December meeting of the Pennsylvania State Educational Association at Harrisburg, is one that elicited much praise from the Normal School men present, and was very favorably received by the body at large. We print it in full, believing that graduates of this Normal School and others who are interested in the Normal Schools will be benefitted thereby.)

In discussing this topic it has seemed to the writer best to consider it from two sides—that which might in reason have been fixed as the standard for admission to the new normal school course, and that which was settled upon by the governing body as the standard which now exists.

Doubtless all will agree that if a college education were required as the condition for admission to the professional work of the normal school, we might do a finer grade of professional work than is now done, that we might prepare a stronger

body of teachers than are now sent forth, and that the work of the schools over which they should preside would be upon a higher plane than obtains today; but doubtless also no one is prepared to advocate with any seriousness the adoption of such a standard.

We raise a question that will be viewed with more seriousness when we ask whether or not the standard for admission should be a first class high school course or its equivalent. Replying to this query for myself alone, and not speaking for any of the other men responsible for the present standard, I would answer in the negative, and give the following reasons for the position:—

1. So far as information upon this point has been secured, touching the experiences of other states, it has shown unmistakably that the adoption of the high school standard for entrance into the normal school has been followed by a falling off of young men, so that the normal schools have become, to all intents and purposes, girls' schools. This is a condition, we believe, which the educational interests of Pennsylvania should strive earnestly to prevent in the Normal Schools of this state.

2. Pennsylvania is not now, nor is she likely to be for years to come, prepared to give to all her boys and girls the advantages of the high school; while, at the same time, each one of these boys and girls, who possesses the requisite talent and ambition, is entitled to the right to become prepared for entrance upon the teacher's calling. Moreover it is a fact that many of the very best graduates sent out from the normal schools, have been from the ranks of those who were without high school privileges.

3. If every child in the commonwealth had reasonable access to a high school, and if the subjects taught in the high school were identical in scope with the academic subjects given in the normal school (the only difference in subjects being the presence of the professional ones in the normal school), the writer still gives it as his firm conviction that the children would accomplish more in their preparation for teaching if, after two years in the high school, they would take four years in the normal school, than is accomplished now by taking four years in the high school and the required two years in the normal school.

This conviction is reached without any reference to the item of cost to either the state or the individual. It is based upon a consideration of the relative values of the two institutions for the accomplishment of the ends sought (the preparation of teachers) and entirely regardless of cost of convenience.

Nor can this conclusion be regarded in fairness as an adverse reflection upon the work of the high schools. In fact, if the teachers of the high schools and the teachers of the normal schools had exactly the same training and the same degree of teaching skill, and should put forth precisely the same amount of effort, the conclusion stated above would still hold, because the difference lies chiefly in the changed attitude of the students themselves.

(a) With the generality of high school pupils many other interests than those of the school clamor for

a large place in the learner's mind, and in many instances these outside matters are even fostered by the homes; while in the normal school the main body of students have their minds set upon the one business of getting their education, while all other matters are subservient to this and are controlled by the one central authority of the school.

(b) Usually pupils of the high school are compelled to do their home studying without the encouragement of numbers engaged in similar tasks, and against the distracting influence of the multitudinous interests of other members of the family; while the pupils of the normal school have the support of an entire community set to a given task and at a prescribed time.

(c) Last, and most important, the pupils of the high school are largely without any settled aim in life (not knowing what they wish to do) and surely they are without this teaching aim. They are in school because it is the expected thing, and they are in a school whose chief function is to fit them for the varied walks in life or to prepare them for a more extended course of study in college. Standing over against this, the great body of normal school pupils are there from personal choice; they have settled upon their life work—the teacher's work—and they have placed themselves where the dominant community interest is that of preparation for the divine art of teaching. This one element alone (that of a new and settled mental attitude) is sufficient to account for even remarkable differences in accomplishment within a given time.

Nor is this a thing at all peculiar to the preparation of teachers. The student who enters the medical school looks upon his study of anatomy and of physiology with new eyes; the pupil in the engineering school is alert for the mathematics which might have been taken before without opposition, but which is now actively sought after because its necessities are newly realized; while the theological student will see in the Ethics and Sociology which he formerly endured with becoming grace, the "open sesame" to a life of worthy service. In each of these instances the presence of a new motive will do much toward enabling its possessor to accomplish more, within the field in question, than he would have accomplished before the awakening of that motive, even though the assumption is made in reference to persons who had already become students of advanced standing.

In the light of these truths we conclude that admission to the normal school should not be conditioned upon a person's having completed a four-year high school course or its equivalent.

But having disposed of the matter in this negative fashion, by telling what should not be, we are still without the positive working basis of a knowledge of what ought to be. Finding myself, however, in absolute accord with the standard as it exists, I can doubtless best answer the question of what ought to be required, by offering some observations upon what the new course does require.

It is expected that those who are without high school advantages will complete the school advantages that are offered to them in their homes before applying for admission to the

normal school, and the course clearly states the scope of subjects expected of all, prescribing none that are not now required by law in every well organized school or system of schools in the state; while those with high schoool advantages are expected to avail themselves of such advantages before entering the normal school, and they are given advanced standing in accord therewith, but the course also specifically states that such credit is to be accorded only for branches satisfactorily completed within the high school—not in the grades below it.

That the above arrangement—the arrangement which now exists in Pennsylvania—is the finest one yet adopted by any state for admission into its normal schools, I believe. In support of this belief the following considerations are offered:

1. It opens the door to every worthy child who is ambitious to enter.

2. The child who has been well taught in the district school, and who has thus been prepared to take up the work required in the normal school, is farther advanced in many phases of his development than the child who has passed successfully through the eight years of city school and who is thus prepared for the high school.

(a) His environment has been one that has necessarily fostered great independence of action within this sphere.

(b) It has given him practical familiarity with many things natural and technical which find no place in the customary experiences of the city child. If the child has not been thus well taught in the district school, he simply will not do the work of the four-year-course in the normal school in four years, unless he is quite exceptional in his own ability.

3. The child who is thus more matured than the one about to enter high school, is introduced to four years of work covering all that is taken in the high school and very much besides, and he is expected to do it in four years, which are more largely filled with that one thing than are the years of his brother, and in which there are fewer distractions while he works with others under the greater pressure of a settled and common purpose.

4. For high school graduates our course makes the same provision as to time that is made for persons of similar standing by the schools of other advanced states—a point upon which there is practical unanimity of opinion—excepting that with us there are high schools of other than "first grade", and their graduates are accorded credits which we believe to be proportionate to their accomplishments.

The law provides that no person coming from a high school shall be given credit for more than two years of the time required for the normal school course, because it is thought that the remaining two years are absolutely essential to enable a person of that degree of advancement to get a practical mastery of the professional subjects of the course, and, what is even more important, to get instilled into his very being the spirit of the profession.

(Persons who have had a college course can, in all reason, accomplish these ends in a shorter time, and the law accordingly requires only one year of attendance from them for graduation from a normal school.)

5. That no specific credits shall be allowed to any high school student for subjects completed below the high school, seems to us most wise, because such students are too immature to appreciate the fundamental philosophy of a subject in the manner in which every practical teacher should know it.

One other point seems worthy of definite consideration in this paper. Would it not be better for the Pennsylvania system if we were to adopt the plan in vogue in some places and attach a high school to each normal school, for the sake of those who cannot get high school advantages at home, and then make the normal school course two years in length for all, admitting persons to it only upon completion of the high school course?

To this query I would give a negative answer, in part for reasons which appear above, and in part for the following reasons:

1. In their annnouncement of what they aim to do, by the teaching of so many academic branches, the Pennsylvania Normal Schools are the most consistent set of normal schools in America today, though it is this very item which makes them subjects of either open or veiled derision on the part of other states. This consistency lies in the fact that we announce as the thing we expect to do that which every other state finds it necessary to do if they turn out prepared teachers.

2. In many other states, the claim is that their normal schools are strictly professional, and are therefore better than ours. This term, "strictly professional," is used to mean that only the pedagogy of the branches found in the usual school curriculum is studied in the normal school, while the branches themselves do not need to be there pursued. On the other hand, our claim is that for a normal school to be sanely professional, in so far as the branches of the usual school curriculum are concerned, it must be severely academic, but academic in the way in which a teacher's knowledge should ever be.

3. We believe that when a person is settled enough in his aims to choose where he will go when the time comes for him to leave home for further advantage, he is also mature enough to enter into the spirit of the normal school; and, for purposes of his preparation for teaching, it is now best for him to begin to look at every subject of study from the view point of a teacher.

4. The professionalization of all the learned callings except teaching, is brought about by a special body of knowledge which is not expected to be in the possession of those who are merely cultured scholars; while the professionalization of teaching is due not so much to an especial fund of knowledge as to a certain attitude of mind toward all knowledge.

The physician, the lawyer, the theologian, the engineer—each is master of a body of truth which the cultured gentleman does not regard as essential to the claim of scholar. In fact each one of these may be even sadly deficient in the very elements of general culture, and yet by virtue of his being the possessor of the especial body of truth peculiar to his department, he may rightly lay claim to membership in good standing in one of the "learned professions."

On the other hand the professional teacher, no matter how highly developed, must employ in his work that

body of truth to which all lay claim who are reasonably entitled to be classed as scholars. His distinction, and his right to membership in the learned professions, comes not primarily because of the possession of an especial kind of learning, but because he has become the master of truth in an especial way.

This distinctive attitude of mind toward truth, is not a thing that can be imparted as may a fact in History or a truth in Science. It can come, only as any habit can come, by persistently assuming the attitude until it becomes "second nature," or, as the Duke of Wellington said of all habit, "ten times nature." The individual then has the spirit of the true teacher. Those branches which constitute the professional subjects of a teacher's course are designed to furnish the guides to the rational formation of such a mental attitude, so that when one is master of the principles they set forth he is mentally equipped to direct understandingly the learning processes for himself or for others—he is professionally equipped. Any branch of learning which will contribute to this result, is worthy of a place among the acknowledged "professional subjects" of his course of study; while all branches of learning thus mastered by him have been professionally learned.

In conclusion, while we welcome college graduates among the students of the normal schools (and almost every year there are some of them present in the various schools), and while we wish all the high school graduates that can be secured, and with the finest training they can bring to the work, we still announce as a settled conviction that it would not be best to fix high school graduation as the standard for admission to these schools; but that, all things considered, the standards for admission to the Four Year Course of the Pennsylvania Normal Schools are the most rational standards thus far adopted by any state, and that they make possible the production, within the time allotted, of a body of professionally equipped teachers capable of meeting every demand which the commonwealth may fairly make of them.

## THE STUDENT ORGANIZATIONS

### AGONIAN FRATERNITY.

The term just completed has been a very pleasant and profitable one to the Epsilon girls, and the present term promises much.

The work on Music proved to be very instructive and interesting. The last meeting before Xmas. was a social one, a short program was given refreshments were served and merriment prevailed throughout the evening.

In the early part of the term, we gave a Japanese tea in honor of the new girls.

Several new members, all of whom have proved that they are true Agonians have been admitted to the Chapter. Among this number, we

were glad to welcome Miss Gardner, the German teacher who is a great addition to the life and work of the Fraternity.

The work to be taken up this term consists principally of a study of Italy, the home of art and literature.

There will be given an Agonian paper, containing current topics, normal notes and a continued story.

M. H. O.

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ATHENAEAN SOCIETY.

The Athenaean Society has begun the new term with increased interest and zeal. Many new members are being added from week to week and we are always glad to welcome all members of the school to our regular Saturday night meetings.

Extra interest is being taken in music since the presentation of new song books. These were the gift of Prof. Cass.

The social hours at the close of each meeting are thoroughly enjoyed by all and are a source of education

Our programs for the Fall term as well as amusement.
were principally the study of English authors, together with music, readings, essays, extemporaneous speeches, debates, etc; with an occasional miscellaneous program. During the Winter term we will make an especial study of the American authors and their works, with one program on the History of Mansfield State Normal School.

We are all looking forward to an interesting and instructive writer's work, and looking ever to our motto which is:

Amicitia, Literae, et Virtus.

S. W. S.

CLIONIAN.

"Clionians in truth are we,
In bonds of glad fraternity."

Nothing could more truly voice the sentiment of the Fraternity than the above quotation. Every girl with Clionian loyalty has striven to carry out the many suggestions of our president, Florence Kingsley; and the closing term under her able leadership shows marked success.

During the fall term, the literary programs arranged by Marion Pratt, were carried out in a most interesting manner, showing her splendid ability and the hearty co-operation of the girls. The lives of American poets were the chief topics of study, varied by musical numbers, instructive debates and by Parliamentary drill. The subjects for these drills all show originality, and the surprising development of impromptu speech makers proved the real worth of the effort and also furnished amusement for the audience. Two, especially, deserved notice, Resolved: "That Coeducation should not be allowed in this Normal;" Resolved: "That every Clio girl should favor the dark haired fellows." The discussions on these were highly amusing, instructive and lively, showing not only the deep thoughts but also the deep feeling of the girls on such topics.

But the Fraternity has not meant all work. The girls have enjoyed themselves on numerous occasions when the Seniors relaxed their dignity to join in the Junior fun. Such instances might be cited as our late candy pull, or that delightful sheet and pillow case party on Hallowe'en. For the latter all thanks are due

Margaret Kingsley. Everything in keeping with the season was arranged for our enjoyment, not the least of which were the delicious refreshments served during the evening. The girls passed several happy evenings in the home of our brother fraternity, being royally entertained in their beautiful new room, and enjoying their new piano as well as their company. On the Saturday evening before the Christmas vacation, the Clios and Delphics met at a Christmas party in our rooms. Many Xmas customs were recalled, and everything was in keeping with the Xmas. spirit, including the Xmas. tree and fireplace. Much of its success is due to our jolly old St. Nick who entertained us all, as well as distributing the gifts from the tree. The gifts were in most cases very appropriate and caused many a hearty laugh.

Each girl is earnestly looking forward to the remainder of the year, and with the help of our new officers, entertains the brightest hopes for the future of the Fraternity.

M. W. L.

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**DELPHIC.**

The new year finds us back and ready for the work before us which, as usual, consists chiefly in debating.

Arrangements have been made for one interscholastic debate against Amphictyon Society of Lima, and we hope also, to be able to send a team to Alfred.

During the evening of December seventeenth, we were pleasantly entertained by our sisters, the Clionians, who having made arrangements with Santa Claus, presented us with many useful gifts.

During the fall term we purchased a Ludwig piano, which adds much to the beauty of the room and increases our interest in, and enjoyment of our fraternity life. A piano is something we have long wanted but found it impractical to purchase one because of the size of the room.

In concluding, we look forward to a very prosperous year, judging from the work now in hand and that already accomplished.

C. S.

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**PHILALETHEAN:**

The term just passed has been one of especial interest and success for our fraternity. The new plan of conducting the literary work of the fraternity has shown itself through practice, to be of especial value. The program for the entire term being made out in advance, it has been possible to so unify the work as to bring about most excellent results.

Our work along this line has included debates, orations, essays and character sketches. While the work in debate and oration has been of especial value, the essay and character sketch have not been neglected, much talent and originality being shown in the development of these branches. Already we are preparing for an open program which we hope to give on Washington's birthday.

With an enthusiastic body of new members and a feeling of all around good fellowship and willingness for work, our success in the ensuing term seems assured.

B. C.

### Y. M. C. A.

The new year has opened with every prospect for a very successful new year of work. The interest in the weekly meetings is very good although they are not as largely attended as we might wish them to be. Some of the weekly meetings this term are to be led by members of the faculty and ministers of the town, which we think will add to the interest of the meetings.

Mr. Erwin Deer, Student Secretary, was with us for a day at the opening of the term, and gave a very inspiring and helpful talk at a joint meeting of the Association. He also gave us some very helpful advice along the line of carrying on our work.

Mr. Rockwell was sent the last of October as a delegate to the International Convention held at Toronto. He was very deeply impressed by the great work that is being carried on by the Associations of the world.

A plan has been worked out where by the members are to have the use of the library from 4:30 to 5:30 Sunday afternoons. We hope this privilege will be taken advantage of by the members.

The Bible study is still carried on with much earnestness, the classes meeting every Sunday morning. The men that are taking up this phase of the Association work, feel that they are receiving a great deal of help from it.

As a whole we believe the work of the Association so far this year has been up to the standard and we cannot but feel that some great results will be accomplished by the end of the year.

F. N. H.

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### Y. W. C. A.

Among the New Year resolutions it seems that all of the girls must have resolved to make this year of Nineteen Hundred Eleven the best in the history of the Association-; and if the interest they manifest continues, this will surely be a banner year.

Our Association room has been made more attractive by the addition of new pillows of which all are justly proud.

At the Christmas season we tried to do our share toward brightening the lives of the less fortunate by sending one hundred dressed dolls to Philadelphia to be given to the little Immigrant girls who landed there Christmas morning. Gifts were also sent to the children at the Tioga County House.

We were represented at the conference held at Wilkes-Barre in October by our President, Mrs. Hall, who, upon her return, gave us an interesting report of the meetings.

The Bible Study Class, under the leadership of Miss Broughton, is making a detailed study of the Life of Christ. The Mission Study Class for this term is taking for their topic China: its past and present conditions and future outlook.

E. S. G.

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¶ He that hath gained a friend hath given hostages to fortune.—Shakespeare.

# ATHLETICS

### The Football Season of 1910.

Without having sought particularly for the honor, there falls upon the M. S. N. S. football team the indisputable championship of northern central Pennsylvania and southern central New York. Up to the last of the season, while playing teams in its class, the Normal team stood undefeated, and was finally defeated only when far out of its territory, by teams clearly above the class of secondary schools.

The Cornell Reserves, a team of heavy, experienced players, on their home field "barely escaped with a 12 to 6 victory," quoting from the Cornell Sun. From Syracuse there came to Mansfield for the final game of the season an undefeated team of prep school stars, the best Freshman team ever turned out at the University. In one of the greatest games ever seen in Mansfield, the visitors won on a lucky touchdown, falling on a kick fumbled and rolling behind the goal line, this following a serious, disheartening accident to one of the Normal players. Syracuse defeated the fast Binghamton High team by a decisive score of 18 to 0 in Binghamton, which clearly places Mansfield first so far as Binghamton is concerned. The game won from Williamsport High School, 30 to 0, places Mansfield at the head of Normal schools, Bloomsburg, claiming the best team in its history, defeating Lock Haven Normal, and winning from Williamsport High School by ten points less than Mansfield. In twenty-two minutes of play Mansfield scored 6 touchdowns on Corning North Side High School, which defeated Elmira Free Academy, which later defeated Starkey Seminary and Cook Academy, also beaten by the Normal. Elmira Free Academy and Starkey Seminary both cancelled with Mansfield, the former cancelling following their overwhelming defeat of 42 to 0 by Williamsport High School, which placed Mansfield 72 points above Elmira. Just here we might correct a statement appearing in Elmira and Corning papers to the effect that Corning North Side High School defeated Mansfield 8 to 0. This was the Mansfield second team, and not the 'varsity, which was defeated by Corning.

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Early in the season Mansfield began to show strong scoring power, defeating the heavy Sayre Technical School 34 to 5, in a short game, the Sayre team scoring after numerous substitutions had weakened the Normal's defense. Another evidence of Mansfield's strength was the defeat of Alfred University on Alfred's home field by 6 to 0. Alfred unquestionably had a great team, defeating St. Bonaventure, which team claimed to be above the class of secondary schools, playing the Cornell, Pennsylvania State College and Colgate 'varsity teams.

Mansfield, in years past, has turned out some of the country's greatest football players, such as Reynolds, Overfield and Gallagher of U. of P; Furman and Champaign of Cornell; the brothers Moscrip of Pennsylvania State, and others, but what records the individual players of the present team will make in big university football remains to be seen. The team, as a whole, was not heavy, but made up of fast, heady players, well adapted to new football. The back field and ends were all more or less experienced players, and for a time greatly excelled the line, which was made up largely of green material. The line, however, as it gained experience, proved a hard nut to crack, and showed great form at the end of the season, putting up a stone wall defense against the heavy Syracuse line, and excelling the hopes of their most cordial supporters. Hard, consistent practice, good condition, a strong, enthusiastic scrub team, and a determination to win, are the factors which placed the Mansfield team in its enviable position, and in the history of school athletics it will be recorded as one of the finest teams ever produced at the Mansfield Normal.

Following are the names of the members of the team, with their weight and age:

| Name. | Stripped wt. | Age. |
|---|---|---|
| Edw. Russell, captain and fullback | 175 | 18 |
| Jos. Kelly, right half and quarter | 159 | 23 |
| J. S. Moran, left half | 146 | 18 |
| George Matthews, right half and end | 150 | 21 |
| Wade Judge, quarterback | 140 | 17 |
| Edw. Loftus, right end | 140 | 23 |
| Paul Dzwonczyk, end and guard | 155 | 17 |
| Earl Chamberlain, right tackle | 160 | 20 |
| Neil Gleason, left tackle | 168 | 20 |
| John Cappiello, left guard | 167 | 19 |
| John Leahy, right guard | 158 | 21 |
| Dan Clark, center | 168 | 20 |
| John Jaquish, sub. center and guard | 158 | 19 |
| Francis Gallup, sub. half and end | 135 | 18 |
| Stuart Rhoades, sub. quarter | 140 | 18 |
| Average weight | 155 | |
| Average age | | 19½ |

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The splendid success of our football team last season can to a large extent be credited to the faithfulness and also, to the strength of the scrub team. As is always the case some of the would be football players lasted about two practices, but the great majority deserve much praise for their loyalty. The experience had by them last fall will unquestionably place a number well in line for positions on the 'varsity during the coming season.

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The basket ball season opened Friday night, Jan. 6 in an exciting game between picked teams designated as the Reds and Blacks. Previous to the game the Blacks were picked as winners because all records of recent years show that they have been victors. However, by a

close score of 21 to 18, the Reds broke the Hoodoo but at no time during the game were they so far ahead as to insure victory. From first to last the game was fast and exciting which will indicate considerable basket ball material so that no one during the season can afford to become over-confident of holding a position on the team.

| REDS | | BLACKS |
|---|---|---|
| Judge | Right Forward. | Rhoades |
| Hardy | Left Forward. | Williams |
| E. J. Cunningham | Center. | E. Chamberlain |
| Russell | Right Guard. | Kelly |
| Decker | Left Guard. | C. W. Smith, (Moran |

Goals from the field Judge 4, Hardy 1, Rhoades 3, Russell 2, E. J. Chamberlain 2, Williams 1, Ernest Chamberlain 1, Kelly 2.

Goals from foul Judge 2, Rhoades 3, Williams 1, Decker 1. Referee Morris—Timekeeper Reese—Scorer Gyger.

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In the first interscholastic basket ball game of the season Mansfield won from the Horseheads team on the local floor Jan. 13 by a score of 42 to 18. This seems to indicate a one sided contest but the truth of the case is that the visitors were in the game from start to finish and a let-up on the part of the Mansfield team would have been fatal. The first half of the game was especially close, both teams scoring for a total of eleven points. In the second half, however, Mansfield braced decidedly improving in team work and showing much greater endurance than the New York team. This was the second game lost out of nine games played by the Horseheads team.

| MANSFIELD | | HORSEHEADS |
|---|---|---|
| Judge | Right Forward. | Elwood |
| Rhoades | Left Forward. | Garrison |
| E. J. Chamberlain | Center. | Hollenbach |
| Russell | Right Guard. | Ormiston |
| Kelly | Left Guard. | Meyers |

Goals scored from the field, Judge, 6; Rhoades, 3; Chamberlain, 1; Russell, 1; Kelly, 3; Elwood, 1; Garrison, 1; Hollenbach, 5; Ormiston, 1; goals from foul, Judge, 4; Hollenbach, 2; referee, Morris. Timekeeper, Reese; Scorer, Gyger.

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In the second basketball game of the season Mansfield won from Westfield on the latter's home floor by a score of 13 to 11. Before the game the Westfield supporters considered Mansfield's chances as a minus quantity so great was their confidence in the strength of their home team. The members of the Westfield team did show that they had played together since September last and exhibited some beautiful passing but it was always at the wrong end of the floor and merely gave the Mansfield players an opportunity to cover up their men. Before the game there was considerable arguing over floor rules due to the low ceiling, low baskets and poor back boards but this was arranged satisfactorily and a fast hard game followed. The first half ended 6 to 4 in favor of

Mansfield. Poor shooting of foul goals lost many points for the Normal team, only 3 out of eleven chances being made. Mansfield scored 5 field goals and Westfield 3.

The biggest surprise of the game was the showing of Westfield's far famed giant center, Plank who, in the previous game, scored 16 goals. Chamberlain, however solved the mystery, planking himself near the tall one who proved himself a "goal hanger." Chamberlain knew that it was very easy for any man who could reach in the basket to score goals, provided he had the ball, so he merely stood beside the lengthy goal tosser so that the number of men actually playing the game was reduced to eight. This attempt to alter the rules of a well established game resulted disastrously for the Westfield team as is plainly shown by the score.

**The Winning Team.**

**M** orris
g **A** llup
mora **N**
rhode **S**
lo **F** tus
capp **I** ello
k **E** lley
c **L** arke
**D** zwonczyk
ru **'S** sell
ma **T** thews
judg **E**
gle **A** son
cha **M** berlain

## BEN FRANKLIN SAYS:

There are two ways of being happy—we may either diminish our wants or augment our means—either will do, the result is the same; and it is for each man to decide for himself, and do that which happens to be easiest. ¶ If you are idle, or sick, or poor, however hard it may be to diminish your wants, it will be harder to augment your means. ¶ If you are active or prosperous or young or in good health, it may be easier for you to augment your means than to diminish your wants. ¶ But if you are wise, you will do both at the same time, young or old, rich or poor, sick or well; and if you are very wise you will do both in such a way as to augment the general happiness of society.

# WITH THE ALUMNI

'10—Hilda Dann is principal of the Centerville schools.

'10—Edna Knapp is taking post-graduate work at the Elmira Free Academy.

'09-'02—Daisy L. Brace, '09 and Earl W. Shaw, '02 were united in marriage in Elmira in December.

'09—Walter G. Clark is the principal of the Sabinsville High School.

09'—Leroy Coolidge is teacher at Luther's Mills.

'09—Bertha M. Roff is teaching primary grades in the public schools of Mt. Jewett.

'09—J. Wilford Foote is a sophomore in Columbia University. On presenting his credentials from the Normal, he entered without examination, receiving advanced standing, and is rated as a sophomore in that institution.

'09—Fannie Stevens is supervisor of music in the State Home for Girls in Trenton, N. J.

'08—Mr. and Mrs. Wallace Perry, of Auburn, N. Y., spent Christmas with the latter's parents in Blossburg, Pa.

Mrs. Perry was Miss Nina Brooks, '09.

'08—Louise Daggett and Mr. Grover Sheive were married June 16, 1910, and now reside at Daggetts.

'08—Everett E. Moreby is a student at Grove College.

'08—James Schwartz is a signal maintainer on the Renovo division of the Pennsylvania Railroad. He resides at Ridgway.

'08—Gertrude Lynn Colegrove, of Mansfield, and Mr. John Calhoun Welsh, of German Valley, N. J., were married on December 28, at the home of the bride, by the Rev. R. M. Hunsicker.

'08—Walter A. Schanbacher is doing good work as principal of the Nelson High School.

'08—M. Fern Hazlett, of Coudersport, Pa., and Mr. Harry Johnson, were united in marriage at the home of the bride October 12, 1910. The young couple expect to reside at Niagara Falls.

'08—Earl Graves is teaching at Sinnemahoning. Mr. and Mrs. Graves passed the holiday vacation in Mansfield.

'08—Lillian Heyler is teaching her second year in the Hillsgrove schools. She is teaching primary grades, and is considered a very successful instructor.

'06—Vera Graves is teaching a school near Canton.

'06—May L. Van Orman was married to Mr. Fred A. French, of Austin, on the 31st day of last July. Mr. French is a druggist.

'05—Floyd M. Johnson, who also graduated from Lafayette College in 1909, is at present residing on his farm in West Covington.

'05—Alma M. Eidsburg, who has been teaching school at Morris, was married November 8 last to Mr. L. C. Vaughan, a merchant of the same place.

'05—Gertrude Tomlinson is a teacher of fifth grade work in the public schools of Hempstead, L. I.

'05—Mrs. Lewis H. Brown, formerly Bertha M. Benson, is living on a farm at Coryland. Her husband is a wide-awake, prosperous farmer.

'04—Minnie Colony is a teacher in the schools of Greenpoint, L. I.

'02—Earl Spencer was married during the month of November, 1910 to Miss Emma Whittaker, of Jackson Summit, Pa. They are now living on a farm at that place.

'02—Clare M. Baxter is teaching the primary department in the Nelson High School.

'00—Frank Baker is a telegraph operator at Clark's Fork, Idaho. He is also a stock holder in the property

'00—Anna Dayton Baldwin, in consequence of the death of her husband, Mr. Burton M. Baldwin, is in Rochester, N. Y., studying to be a trained nurse.

'00—Mary Josephine Keatinge and Mr. Herbert E. Fowler were united in marriage on January 11 at the home of the bride's parents in Lewiston, Idaho. Since his graduation from the Normal School, Mr. Fowler has earned a degree in Princeton University and now occupies the chair of English in the Lewiston State Normal School.

Mr. and Mrs. Fowler will be at home to their friends after March 1st at 430 First Avenue, Lewiston, Idaho.

'99—Charles M. Elliott has taken up his residence at Wellsboro to practice his chosen profession of law. Following the completion of his law course in the University of Pennsylvania, he passed the state board examinations, and was admitted to practice in the Supreme Court of the state. Mr. Elliott's friends predict for him a successful career.

'99—Lieutenant B. Mart Bailey, lately on the staff of General Howe, has been appointed chief ordnance and signal officer on the military staff of the Department of Dakota, having his residence in St. Paul.

'98—On Monday, January the second, nineteen hundred eleven, Stella Sophia Gownsbery was united in marriage to Mr. Frank W. Simmons, '82, of Williamsport, Pa. Mr. Simmons has been granted a three months' leave of absence by the Central Pennsylvania Lumber Company, and the young couple are enjoying an extended trip to Panama and California and other points of interest. They will be at home to their friends after April 5, at 735 Grampian Boulevard, Williamsport, Pa.

'97—Fred H. Gaige, principal of the Warren High School attended the recent Principals' Convention in Harrisburg.

'97—Mary Bates, (Mrs. Jerome Gilbert) is practicing domestic science in her home at Knoxville.

'97—James C. Dalton has become city editor of the Post-Standard of Syracuse, N. Y.

'97—From the sick room of James Whitcomb Riley, the Hoosier poet, comes this letter of appreciation to Dr. Will George Butler, of Dickinson Seminary:

"My Dear Mr. Butler: Mr. Riley is delighted with your poems( that have appeared in several publications) and has instructed me to send you his photograph with his compliments and best wishes.

"Mr. Riley's ill health makes it impossible for him to autograph the picture. Nevertheless I have found an old autograph of his, which I have pasted upon the photograph.

"Again reminding you of Mr. Riley's pleasure and delight in your poems, I am very sincerely,

'EDMUND A. EITEL'

(James Whitcomb Riley.)

'94—M. Rufus R. Wilson and Mrs. Wilson, (Harriet Strong), suffered a crushing loss at their home in Seattle Wash., in the death, almost without a moment's warning, of their little daughter, Marion Elizabeth.

'89—Philip T. Carpenter, is working for the leather trust company in New York City. At the present time his home is in Arlington, N. J. His address is 22 Terrace Place, Arlington, N. J.

'71—Dr. William W. Baldwin, an eminent physician of world wide reputation died last October at Great Bend, N. Y., soon after undergoing an operation for cancer. For many years his residence had been in Rome, Italy, and such was his fame as a skillful practitioner that he had often been called in consultation during the illness of many members of European royal families.

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## MANSFIELD ALMUNI AT SYRACUSE UNIVERSITY.

The following Mansfield students are enrolled as students in Syracuse University.

Joseph H. Sheely, Mechanical Engineer, Senior; J. Elmer Dayton, Philosophical, Senior; Frederick L. Sheely, Electrical Engineer, Junior; Jennie Ball, Scientific, Junior; Helen L. Pollock, Music, Sophomore; G. Ralph Jennings, Scientific, Freshman; John V. Darrow, Philosophical, Freshman.

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## Reunion of Mansfield Alumni.

After the concert on Thursday evening, thirty of the Mansfield Normal Alumni, with Dr. Howerth and Prof. Yoder as guests of honor, gathered at Mrs. Avery's restaurant in Main street. A delicious spread was served, and for several hours all made merry with songs and yells of their Alma Mater, declaring on leaving that it was the most enjoyable reunion of Normalites ever held in Potter county.—Galeton Leader-Dispatch.

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## Alumni Banquet at Montrose.

On Thursday evening, October 20th, the Mansfield alumni, who were in attendance at the Susquehanna County Institute, held in Montrose, assembled at an early hour in one of the many beautiful residences for which Montrose is justly famous and enjoyed a banquet.

Although the repast was elaborate yet it was served in so informal a manner that every one seemed to get the most enjoyment possible out of the occasion. Following are the names of those who attended the banquet:

Anna Doran, Charles Baldwin, Mrs. Adams, Clara Winans, Fannie Foster, Clara Salmon, Supt. and Mrs. George A. Stearns, Octavia Sparks, Iva States, Lena Stearns, Flora Gunn, Frank Sheffel, Mrs. Gillespie, Allen Rockwell, Mrs. Sara Stevens, Walter Leach, Earl Jacobs, Mr. and Mrs.

Kent, Mr. and Mrs. Allen, Thomas Bull, Mr. and Mrs. John Wilson, Mrs. Benton James, Miss Mable Shaw, F. H. Taylor, Harvey J. Van Norman.

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**Mansfield Normal Association of Sullivan County.**

Words has been sent to us by the secretary of a most delightful gathering of the Mansfield students now in Sullivan county. The meeting was held during institute week and brought together the following persons:—

F. C. Lechner, President; D. M. Soper, Vice-pres.; Lillian Heyler, Secretary; Prof. A. C. Gortner, Blanche Brown, Sela Newell, Frederica Myers, Blanche McKay, Harry Brink, Kathryn Brink, Francis Jaquish, Alma Myers, Michael Byron, Howard Bay, Mary Hyde, Gertrude Barrett, Millie Hoffman.

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## Hallowe'en Masquerade.

The students and teachers had a most enjoyable time at the Hallowe'en masquerade. After a social hour, during which many vain attempts were made to guess the names of the various masqueraders, all joined in the grand march. Then came the fun of unmasking, after which the following program was rendered:

PROGRAM

"The Ghosts" (from Hiawatha) . . Henry W. Longfellow
Trella Briggs

"The Elf Child" . . . . . James Whitcomb Riley
Leone Browne

Song . . . . . Selected
Lenore Masten

"A Ghost Story" . . . . . Effie Meyers

"Seein' Things" . . . Eugene Field

"At Candle Lightin' Time" . . . . Paul Laurence Dunbar
Alene Coles

LOOKING BACKWARD DRILL

| | |
|---|---|
| Mable James | Neil Gleason |
| Mildred Dartt | Melville Powell |
| Marian Guiles | Arthur Gilbert |
| Louise Berry | Bliss Everett |

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## NORMAL JINGLES.

Some have a taste for motoring,
And some for aviation;
And it isn't any task at all
To see Kelly's in-Kline-ation.

***

There are ponies white and ponies black,
And each must have a stall,
But the stabling here is said to be
For the ponies of South Hall.

Heard during the violin solo: —"I don't see how Miss B. can make those runs with that hobble skirt on."

---

Miss G. (in German class): — "Translate dann wurde ich haben."

Miss M—k—y: — "Don I should have."

Miss G.: — "What!"

Miss M—k—y: — "Don I *will* have!"

# IN LIGHTER VEIN

**Zones and Genders.**

Geography class:—

Teacher, "Name the Zones."

Small boy:- "There are two zones masculine and feminine. The masculine is either temperate or intemperate, the feminine either torrid or frigid."

---

Prof. G—I have just finished reading the most interesting book although it is two or three years old. It is called—oh,—"The Leopard Spots."

Listener.—A delightful Southern Story.

Prof. G—O--er, I guess I mean "Freckles."

---

The way some people argue, is shown by the following deduction; "Hydrogen is non combustible, but a supporter of combustion. It also supports life because hydrogen is found in water (H2O) and fish live in water."

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Prof. G—Mr. Robyler, what is a (dessle) meter?

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Mr. V: Mr. Cogswell, compare like.
Mr. C: Incomparable.
Mr. V: I do not agree, try it.
Mr. C: (thinking deeply) like, more like, Musiette Lyke.

**POPULAR SONGS.**

Wait Till the Sun Shines, Nellie .....R. S.
Sweet Marie.....M. C.
Any Little Girl.....T. M.
Lovey Mine.....H. G.
What's the Matter with Heinz?.. .....B. D.
I'm Looking for a Nice Young Fellow.....J. B.
Just as the Sun Went Down..E. W.
Has Anybody Here Seen Kelly..E. K.
Lonesome.....A. R.
I'm Afraid of You.....D. M.
Waltz Me Around Again, Willie.E. B.
In All My Dreams.....J. M.
Bliss Reigns Supreme.....B. C.
I'm Trying So Hard to Forget..B. T.
The Longest Way Round.....A. M.
On a Sunday Afternoon.....B. E.

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Winifred—Oh! girls, I've had the peachiest time.

Girls—Where have you been, and who were you with?

Winnifred—Just at-at, well," I can't tell.

---

Miss B:—Mr. Murphy, you may read the introduction to the outline of Macbeth.

Mr. M.—I've only got the time and the place.

---

Here is a Middler's idea of syntax: —"To make this apparatus, you use a tin can for holding coffee with a screen top."

**Can You Imagine**

Steve Moran sleeping in classes?
Carl Smith apart from Florence?
Eva Culver wearing her own clothes?
Emma not out for a Gallup?
Bess without Bliss?
Neil going a Berry (ing)?
Louva with a switch?

---

Raymond Stone goes South, hunting, nearly every Saturday. It is reported that he never gets farther than Blossburg. We wonder why!

---

Bliss Everitt reports: "Lost last spring somewhere between North Hall and Carbondale, a heart set with innumerable forget-me-nots. No reward is offered for it is gone forever and I don't need it anyway."

---

Mr. F. hurrying to South Hall meets Mr. H.

Mr. H—"Why are you hurrying so?"

Mr. L—"My roommate has thrown my essay in the waste-basket and I want to get it before it is burned."

Mr. H—"You better hurry then, for dry things burn quickly.

---

Miss S—"What do you think of the weather."

Miss B—"O, horrible, horrible!"

Miss S—"And how are you getting along with your Caesar?"

Miss B—"Much the same, thank you."

---

A pillow sham—Ask J. McConnel.

Miss G.—Give the conditional mood of the model verb, Miss Mackey.

Miss M.—Thinking deeply. "Donn (Don) I must have."

---

Have you noticed that Jo always goes by the Rhodes (roads) instead of by train or trolley?

---

Powell is very conscientious in keeping religious festivals.

---

Why did Malcolm's heart melt?

---

Have you heard the anecdotes? There are TWO short "stories" in school.

Where did "Cappy" become such an expert rider!

Class room A.

---

Madge, beware of athletics; you might knock the theory of limits in the head.

---

Room F. 11:58 a. m.

Mr. Colegrove looks at the problem, then at his watch with a sigh of relief.

Mrs. R—"Mr. Colegrove, you may explain Number 20.

Bell strikes.

Mrs. R—"Mr. Colegrove, you are saved again.

---

Dame Fashion at the Normal
This season is found,
Tired out and just able
To hobble around.
and most delicious in its character,

CAST IN "CHRISTMAS DRILL"

# SCHOOL ANNOUNCEMENTS

## REGULAR COURSE

### JUNIOR YEAR

School Management; English Grammar, Reading, Orthography, Latin (to Caesar); Arithmetic, Algebra; Physiology, Geography; U. S. History, Civil Government of U. S. and Pennsylvania; Penmanship, Drawing, Vocal Music, Book-keeping; Physical Culture.

### MIDDLE YEAR

Psychology, Methods of Teaching; Rhetoric and Composition; Caesar (three books); Plane Geometry; Chemistry, Zoology, Botany; General History; Physical Culture.

### SENIOR YEAR

History of Education, Methods of Teaching, Model School Practice Teaching, Thesis; Literature, Cicero (three orations), Virgil (three books), Review of English Grammar; Solid Geometry, Plane Trigonometry and Surveying, Review of Arithmetic; Physics, Geology; Physical Culture.

### SUBSTITUTIONS ALLOWED

JUNIOR YEAR—German or French for Latin.

MIDDLE YEAR—German or French for Latin; Greek, German or French for Chemistry.

SENIOR YEAR—English History, Ethics and either Logic or Astronomy for Latin; German or French for Solid Geomtery, Trigonometry and Surveying.

## SUPPLEMENTARY COURSE

**(IN ADDITION TO THE REGULAR COURSE.)**

LEADING TO THE DEGREE OF BACHELOR OF PEDAGOGICS

Philosophy of Education, Advanced Psychology.

Discussion of Educational Questions: School Supervision, including School Law; Devices for Teaching; Educational Theories; &c.

School Apparatus and Appliances: Description, Use, Preparation.

LEADING TO THE DEGREE OF MASTER OF PEDAGOGICS.

Two years' teaching after graduation in the Regular Course.

Professional Reading with Abstracts: History of Education in the United States (Boone), European Schools (Klemm), Systems of Education (Parsons).

Sanitary Science, School Architecture, etc.

Thesis.

A full equivalent will be accepted for any of the text books named above. The Courses in Reading and Classics for all the courses shall be determined by the Board of Principals at their annual meeting, and shall be the same for all the Normal Schools.

# SCHOOL ANNOUNCEMENTS

## SPECIAL COURSES

**[Offered by this School]**

### I. COLLEGE PREPARATORY COURSES

1. For Classical Course.
2. For Latin Scientific Course.
3. For Technical Course.

### II. COURSES IN ART

1. A course laid out for three years of work.
2. A course to fit persons to become Teachers or Supervisors of Drawing in Public Schools.

### III. COURSES IN MUSIC

1. A Course in Piano, Organ, Singing or Violin.
2. A Course to fit persons to become Teachers or Supervisors of Music in Public Schools.
   (To secure certificates in the Supervisors' Course in either Art or Music, candidates must be able to pass the required examination in other subjects which will enable them to qualify as teachers.)

### IV. COURSE IN EXPRESSION

(This course embraces the physical and mental training necessary for elocutionary or oratorical ability.)

## IMPORTANT REGULATIONS

The Tuition ($1.50 per week) is paid by the state for all persons who are in any of the Courses for Public School Teachers, provided the person is at least seventeen years of age, and also that he signs an agreement to teach in the Public Schools of Pennsylvania for two full annual terms. (This free tuition is always conditional upon succeeding Legislatures continuing to make appropriations for such purposes.)

Deductions will be made to students who are absent from school two consecutive weeks or more on account of sickness or for other satisfactory reasons.

No deduction will be made to students entering within the first two weeks, or leaving within the last two weeks, of a term.

All checks should be drawn to the order of the State Normal School, and payment be made to the Principal.

Boarding students, who receive State Aid, should pay $30 at the opening of each term; those who do not receive State Aid should pay $40. The balance of the term's amount is due by the middle of the term.

Tuition in all special departments, and for such persons as do not receive State Aid in the Regular Normal Department, is due in advance.

# SCHOOL ANNOUNCEMENTS

Boarding students furnish napkins, towels, pillow slips, sheets and one comfortable. (The last article enumerated, as well as all articles to be laundered, should be distinctly marked with the owner's name.)

Students have the privilege of renting text books at a nominal rate, excepting that literary classics and books on Pedagogy must be bought.

For two days at the opening and two days at the close of each term, students' baggage is carried to and from the railway station free of charge. Each piece of baggage should be distinctly marked with the owner's name.

The Enrollment Fee admits the student to the Entertainment Course and to the games of football, basket ball, and baseball. Those attending the entire year pay only $1.00 in the Spring Term, making it $7.00 for the year

## EXPENSES

### (SCHOOL YEAR 1909-1910)

### ENROLLMENT

| | Fall Term 16 Weeks | Winter Term 12 Weeks | Spring Term 12 Weeks | Total for Year | Per Week for period less than a Term |
|---|---|---|---|---|---|
| Enrollment Fee (to be paid by all regularly enrolled pupils before work can be commenced | $ 3 00 | $ 3 00 | $ 3 00 | $ 7 00 | |

### BOARD

| | | | | | |
|---|---|---|---|---|---|
| Board, including room rent, light, heat, service and laundry (12 pieces per week) | $56 00 | $42 00 | $42 00 | 140 00 | $ 4 00 |

## TUITION

### REGULAR NORMAL DEPARTMENT

| | | | | | |
|---|---|---|---|---|---|
| Tuition | $24 00 | $18 00 | $18 00 | $60 00 | $ 1 50 |

### FINE ARTS DEPARTMENT

MUSIC.

| | | | | | |
|---|---|---|---|---|---|
| Full Course | $30 00 | $22 50 | $22 50 | $75 00 | $ 2 50 |
| Private Lessons: | | | | | |
| 2 Lessons per week (Instrumental or Vocal) | 18 00 | 13 50 | 13 50 | 45 00 | 1 25 |
| 1 Lesson per week (Instrumental or Vocal) | 11 00 | 8 00 | 8 00 | 27 00 | 80 |
| Harmony and Counterpoint—2 lessons a week | 3 50 | 2 75 | 2 75 | 9 00 | 30 |
| Solfeggio, Sight Reading, History of Music (1 Lesson per week) | 2 00 | 1 25 | 1 25 | 4 50 | 15 |
| Rent of Piano (1 period per day) | 2 00 | 1 25 | 1 25 | 4 50 | 15 |
| Supervisor's Course in Music | 48 00 | 36 00 | 36 00 | 120 00 | |

A FULL COURSE in Music includes two lessons per week in the subject chosen (Piano, Voice, etc.,) two lessons per week in Theory, one per week in Sight Singing and History of Music, one per week in Piano, when some other branch of music is chosen, and class lessons in German, French or Italian.

ART OR ELOCUTION.

| | | | | | |
|---|---|---|---|---|---|
| Two lessons per week | $18 00 | $13 50 | $13 50 | $45 00 | $ 1 25 |
| One lesson per week | 11 00 | 8 00 | 8 00 | 27 00 | 80 |
| Supervisor's Course in Drawing | 24 00 | 18 00 | 18 00 | 60 00 | 1 75 |

If members of the Supervisor's Course in Art must take in class any of the subjects required for graduation, besides those in Art proper, they must be paid for at the rate of 35c per week each. The same applies to those in the Supervisor's Course in Music.

# MANSFIELD NORMAL SCHOOL

## A SUPERIOR TRAINING SCHOOL FOR TEACHERS

This makes it the best possible school for others—those desiring COLLEGE PREPARATION, ART, MUSIC, ELOCUTION, or simply a BETTER EDUCATION to fit them for COMPLETE LIVING.

## FOLLOWING ARE THE REASONS:

1. THE STATE REQUIRES US TO TEACH DRAWING; WE NOT ONLY DO THIS, BUT WE SECURE A SPECIALIST IN ART. IT SAYS WE SHALL TEACH READING, AND TO DO THAT WE GET A WISELY TRAINED ELOCUTIONIST. WE MUST TEACH VOCAL MUSIC, AND SO WE DO IT THROUGH A MASTER MUSICIAN. THE RECOGNIZED BRANCHES OF EVERY GOOD SCHOOL ARE TAUGHT BY THOSE WHO ARE MASTERS IN THEIR SEVERAL DEPARTMENTS, BECAUSE WE BELIEVE NO OTHERS ARE FITTED TO TEACH IN A NORMAL SCHOOL.

2. OUR WORK IS BASED UPON THOROUGHLY ESTABLISHED PRINCIPLES OF TEACHING.

3. OUR STUDENTS ARE THEREBY LED INTO HABITS OF PROPER STUDY.

4. BENEATH ALL THIS WE AIM TO PLACE A STRONG MORAL CHARACTER.

IN ALL OF THIS WE HAVE SAID NOTHING OF OUR BEAUTIFUL BUILDINGS AND SURROUNDINGS, OUR FINE GYMNASIUM, ATHLETIC PARK, ELEVATOR, HOSPITAL WITH ATTENDANT NURSE, HOME COMFORTS IN THE FORM OF PLEASANT ROOMS, GOOD BOARD, ELECTRIC LIGHTS, STEAM HEAT, ETC.

**These are the external aids to the giving of an education (necessary to the best) and we have them all.**

We have emphasized the vital elements—the Faculty and the quality of work done.

### All of these Advantages at Surprisingly Low Rates

For Catalogue, and all information concerning Courses of Study, Expenses, etc., etc., address the Principal,

**ANDREW THOMAS SMITH, MANSFIELD, PA.**